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ABSTRACT

The Maplewood-Richmond Heights Pre-School Program designed Preschool Skills Checklists, I and II to evaluate all 3- and 4-year olds, during the first month of school, to determine where to begin teaching each child according to his immediate level of achievement. The teachers informally checked the children on the skill sheets throughout the year as they mastered specific skills, and formally checked each child during the months of September, February, and May. In comparison with standardized tests, the preschool staff believed that their checklists, which form the main substance of this report, provide a more accurate assessment of each child's achievement and potential. (CS)

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ED 086309

PS

"MRHPSP"

Maplewood-Richmond Heights Pre-School Program

Project No. 35-71-11-0

Submitted to

Director
Title III, ESEA
State Department of Education
Jefferson City, Missouri 65101

June 30, 1972

Maplewood-Richmond Heights School District
7539 Manchester Road
Maplewood, Missouri 63143

Interim Evaluation Report
For The Period
July 1, 1971 - June 30, 1972

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TITLE III, ESEA

PS 006779

HOME ROOM ROSTER

3 Year Old Morning Mrs. Davis		3 Year Old Afternoon Mrs. Davis	
Buckner, Brenda		Andrus, Rita	
Cookson, Tonya		Callahan, Rita	1-17-72*
Cutler, Rebecca	1-17-72*	Crosby, James	
Ferrari, Margarita		Deer, Robert (Bobby)	
Jinkerson, Kelly		Edison, Michelle	2-22-72*
Mayhall, Michael		Hopkins, Charles	2-7-72*
McGhee, Travis		Killion, Mark	
Merrell, Sandra		McCarthy, Steven	
Parrott, James		Pfister, Jill	
Platipodis, Stephaine		Soest, Michael	
Powell, Monika		Strong, Mary	11-14-71*
Ray, Michelle			
Taylor, Wesley			
Vance, Samuel			
Watson, Perry			

* Date withdrew

HOME ROOM ROSTER

3 Year Old Morning Mrs. Raymer	
Bottone, Mathew	
Brandt, Jerry	
Collier, Barbara	10-26-71*
Crawford, Pamela	
Golden, Richard	
Hartmann, Karin	
Kuchler, Richard	2-1-72*
Lasley, Dawn	2-29-72*
McAlister, Zandra	12-14-71*
Parker, Kelly	
Richard, Kelly	
Rickman, Edie	11-30-71*
Smith, Jeannie	11-30-71*
Watson, Mark	1-72*

3 Year Old Afternoon Mrs. Raymer	
Bell, Angela	
Boyer, Kimberly	2-17-72*
Brelsford, Lisa	3-13-72*
Carlton, Scott	
Crowell, Amy	
Howard, Michelle	
Hunziker, Robert	12-71
Kloeckener, Kristine	
McVey, Julie	
Schaffnit, Victoria	3-23-72*
Swierk, Paul	

*Date withdrew

HOME ROOM ROSTER

3 Year Old Morning Miss Williams		3 Year Old Afternoon Miss Williams	
Golden, Robert		Boerner, Chuck	
Griffin, David	12-71*	Bolte, Teresa	10-12-71*
Hegerle, Timmy		DeHeer, Robert	11-11-71*
Hughes, Michael	2-1-72*	Elliott, Karla	
Kammien, Lisa		Gregory, Karen	
Litteral, Robert		Hagan, Misty	1-25-72*
Mandziara, Mark		Hazelip, Jack	11-2-71*
McAvoy, Timmy		Hitchens, Mark	
Sanderson, Christina	10-4-71*	Hunziker, Michael	12-71*
Smith, Cherrie	2-29-72*	McDonald, Michelle	1-22-72*
von zur Muehlen, Patrick		White, Walter	
Wilson, Donna			
White, Sami Lynn			

*Date withdrew

HOME ROOM ROSTER

3 Year Old Morning		3 Year Old Afternoon	
Mrs. York		Mrs. York	
Blair, Donna		Carter, Christopher	
Blount, Daniel	10-71*	Clark, Regina	
Gray, Burrell	12-2-71*	Davis, Curt	
Harry, Tanya		DeCosta, Bryan	12-71*
Hoffman, David		Hochthurn, Robert	
Lambert, Barbara	1-20-72*	Mahon, Barbara	1-18-72*
Love, Eric		McCarthy, Tammy	1-25-72*
Lyles, Henry		Petrikin, Timothy	
Nalls, Kurt		Skaggs, Teresa	
Nevils, Michelle			
Otis, Curt			
Storz, Curtis			

* Date withdrew

HOME ROOM ROSTER

4 Year Old Morning

Mrs. Davis

Ayers, Patrick	
Basinger, Brian	1-5-72*
Brown, Derrick	
Call, Joyce	
Downing, Audrey	
Hardin, Terrie Sue	
House, Ralphetta	12-3-71*
Kidd, Veda Dawn	12-3-71*
Lasky, Teresa	
Layton, Kenneth	
Pfeiffer, Ronald	4-14-71*
Watson, Valerie	5-19-72*
Wheeler, Lynette	

4 Year Old Afternoon

Mrs. Davis

Anderson, Peter	
Ball, Susan	
Bradley, Tina Marie	
Browne, Ann	
Giovanni, Nancy	12-3-71*
Hizer, Kenneth	12-6-71*
Hunziker, Arla	12-71*
Johnson, Selene	1-2-72*
Lance, Tracy	
Land, Jack	
Lane, Juran	
Maxwell, Tony	
McVey, David	
Nalls, Glen	
Parker, Isis	11-1-71*
Simmons, Louvert	10-71*
Smith, Harry	
Wilson, Jackie	
Vonk, Maria	

*Date withdrew

HOME ROOM ROSTER

4 Year Old Morning		4 Year Old Afternoon	
Mrs. Raymer		Mrs. Raymer	
Ayres, Shelia		Beam, Roger	
Buckley, Kevin		Bennett, Christopher	
Chase, Becky	12-13-71*	Bianchi, Peter	11-19-71*
Christ, Judy		Dunn, Christine	
Garrison, Randy		Harris, Lisaa	
Harlon, Audrey	3-13-72*	Hunter, Cheryl	3-1-72*
Morris, John		Johnson, Julie	
Morrison, Stacy		Law, Jeannette	
Norris, Harold		Lumzy, Kenneth	2-9-72*
O'Brien, Barbara		Marti, Joseph	
Parson, Lula		Milcic, Susan	
Poliette, Roger		Parson, John	
Segal, Pamela		Rost, Kate	
Setzer, Cristi	1-7-72*	Tilford, Baxter	
Shaw, Leonard	1-19-72	Turner, Robert	12-10-71*
Sinner, Julia		Walkup, Robin	11-29-71*
Swallow, Ruth		Wirth, Kathleen	

*Date withdrew

HOME ROOM ROSTER

4 Year Old Morning

Miss Williams

Barteau, Donna	
Campbell, Stu	
Dalton, Daniel	
Drake, Allan	3-10-72*
France, Candance	
Fisher, Michelle	
Gutierrez, Susan	
Hampton, Richard (Ricky)	
Johnson, Jerry	
Johnson, Terry	
Kinsey, Thomas	2-1-72*
Najor, Michael	5-15-72*
Renz, Kathryn	
Thompson, Elizabeth	
Willis, Randy	

4 Year Old Afternoon

Miss Williams

Abington, Kimberly	
Bradford, Glen	
Clubb, Laure	
Coates, Madison	
Gamache, Mark	
Helvey, Kenneth	
Jones, Wordell	3-10-72*
Miller, Bonnie	12-3-71
Nunn, Karen	
Roberts, Michael	
Rook, Lisa	
Scott, Marquita	
Trolinger, Rodney	
Walker, Robert (Bobby)	
Williams, Darren	1-19-72*
Wooten, Charles	

*Date withdrew

HOME ROOM ROSTER

4 Year Old Morning		4 Year Old Afternoon	
Mrs. York		Mrs. York	
Busse, Timmy	5-10-72*	Bailey, Michael	
Couch, Darwin	3-13-72*	Brooks, Stephen	
Dryden, Cynthia		Brunk, Michael	
Dunlap, Shirley		Carter, Lillious	
Dunlap, Tammy		DeCosta, Nicky	12-71
Gerling, Lisa		Duke, Paul	
Gordon, Timmy		Holy, Michael	
Harvey, Michael		Hoffman, Donald	
Kammien, Jeffrey		Hyland, Karen	
Kemper, Erik		McCallister, Sharon	
O'Neal, Tammy	5-12-72*	McDonough, Sean (John)	
Seabaugh, Lori		Murphy, Joanne	
Surrett, Toni		Parker, Deanna	
von zur Huehlen, Peter		Ritter, Laura	
Walls, Ricky		Schults, Tenna	
Zeigler, Kimberly		Wilfong, Michelle	
		Williams, Aaron	1-19-72

*Date withdrew

1. OBJECTIVE

When given the Preschool Skills Checklist I the teachers of three year old children will evaluate each individual child, during the first month of school, on every skill to determine where to begin teaching a child according to his immediate level of achievement.

ACTIVITIES

The preschool staff designed a series of activities to objectively evaluate all three year olds on specific portions of the three year olds Preschool Skill Sheet I. An example of the activities each child was asked to attempt in order for the teacher to determine each three year olds immediate level of achievement during the first month of school is provided here in the sequence in which each child was asked to perform.

The areas of social and emotional adjustment as well as creative development on the Preschool Skill Sheet I were evaluated by each teacher's daily observations throughout the month of September during the 1971 - 1972 school year. Each child's level of performance in these three areas was evaluated by all four preschool teachers, and the entire team of teachers cooperatively assessed each child's performance in social adjustment, emotional adjustment and creative development.

EVALUATION

Through the use of the aforementioned activities a profile was developed on each child to show his immediate level of achievement. The following Preschool Skills Checklist I was used to determine where to begin teaching each three year old child.

Three Year Old

Pre-school Checklist #1

Number	Skill	Yes	No
A-1	TELLS AGE		
A-2	IDENTIFY:		
	Face		
	Head		
	Hair		
	Eyes		
	Ears		
	Nose		
	Mouth		
	Arms		
	Legs		
	Hands		
	Feet		
	Fingers		
	Toes		
A-3	IDENTIFY:		
	Chin		
	Elbow		
	Knee		
	Wrist		
	Ankle		
A-5	TELLS COMPLETE NAME		
B-1	IDENTIFY:		
	Mother		
	Father		
	Sister		
	Brother		
B-2	IDENTIFY:		
	Adults		
	Children		
	Boys		
	Girl		
B-3	IDENTIFY:		
	Chairs		
	Tables		
	Stove		
	Refrigerator		
	Door		
	Cupboard		
	Carpet		
	Toilet		
	Sink		
	Bed		
B-4	IDENTIFY:		
	Car		
	Train		
	Airplane		
	Boat		
	Bicycle		
B-5	IDENTIFY:		
	Fireman		
	Policeman		
	Mailman		
B-6	IDENTIFY:		
	Oranges		
	Apples		
	Bananas		
D-2	IDENTIFY:		
	Blue		
	Red		
	Green		
	Yellow		
	SELECTS:		
	Blue		
	Red		
	Green		
	Yellow		
G-1	RUNS - 3 year old		
	Fast		
	Slow		
G-5	ROLLS BALL - 3 year old		
G-6	THROWS BALL -3 year old		
G-7	CATCH BALL - 3 year old		
G-8	STRINGS BEADS 3 year old		
G-15	HOLDS SCISSORS 3 year old		
G-13	USES CLAY - 3 year old		

Child's Name_____

	Date_____	Date_____	Date_____
LARGE AND SMALL MOTOR COORDINATION			
Walks on stairs using alternate feet.			
Can jump off of an object.			
Can jump from one space to another.			
Can kick a ball.			
Can trace over a line Sucessfully.			
VISUAL DISCRIMINATION			
Can name colors:			
Red_____			
Yellow_____			
Blue_____			
Green_____			
Purple_____			
Brown_____			
Orange_____			
Black_____			
Can recognize colors:			
Red_____			
Blue_____			
Green_____			
Purple_____			
Brown_____			
Orange_____			
Black_____			

Child's Name_____ Teacher_____

	Date_____	Date_____	Date_____
Can name shapes:			
Circle_____			
Square_____			
Triangle_____			
Rectangle_____			
Heart_____			
Diamond_____			
Can recognize shapes:			
Circle_____			
Square_____			
Triangle_____			
Heart_____			
Diamond_____			
Can distinguish textures:			
Hard_____			
Soft_____			
Rough_____			
Smooth_____			

PRESCHOOL SKILL SHEET - I
(Three Year Olds)

Name_____ Age _____ Year_____

SKILLS	EXTENT OF UNDERSTANDING 1 Cannot Perform	2 Weak	3 Satisfactory	4 Seventy-five Percent Mastery	5 Complete Mastery
Ability to listen for 5 minute periods					
Ability to follow directions					
Self-expression					
Ability to state own name, address, & phone number					
MOTOR CONTROL Large					
Fine					
Tie shoes					
hoods					
Botton					
Zip					
SOCIAL ADJUSTMENT Cooperation					
Attitude toward peers					
Responsible Dependable					
Leadership					
Self-confidence					
Self-control					
EMOTIONAL ADJUSTMENT Aggressive					
Shy					
Easily upset					
VISUAL DISCRIMINATION Can identify:					
(1) Shapes					
(2) Colors					
(3) Textures					
CREATIVE DEVELOPMENT					

Teacher Comments:
(To be recorded on back.)

OBJECTIVE

After identifying each child's level of mastery at each point on the Preschool Skills Checklist I the teacher will work with the three year old children so as to have each child improve his achievement level so that he will move as least two steps on 75% of the checklist scale during the remaining eight months of school.

ACTIVITIES

Many different types of activities were used to teach needed skills and knowledge as identified on the Preschool Skills Checksheet I. These activities ere taught in a flexible stimulating environment with many interest centers as advocated by Charles E. Silberman in his book Crisis In The Classroom. Activities were planned through the interest centers to promote language development through dramatic play, picture games which develop vocabulary, picture interpretation and many opportunities for oral conversations with peers, teachers and teacher aides.

The environment of the preschool provided endless opportunities for the social development of the child. As he worked and played each child was guided toward assumption of responsibility and acceptance of consequences for personal actions, as a result of a classroom setting that constantly encouraged him to make decisions. In normal day to day contact, situations arose in which the teacher helped children learn cooperation, self-discipline and respect for the rights of others.

Creative development was stressed in the preschool setting as recommended by Paul Torrance in Education and Creative Potential. Creativity was encouraged everyday as children were presented with opportunities to experiment with tempera paints, crayons, modeling clay and other media. Opportunities were provided for daily expression through creative movement, interpretation of music and dramatic play.

Activities which developed gross motor skills were provided through games in the motor coordination area such as, "Giant Step," "Simon Says," and "Did You Ever See A Lassie." The development of fine motor skills was encouraged through puzzles, art activities, and zipping and buttoning one's own clothes.

Intellectual development was stimulated through the language center and math center which had numerous items for counting, number games and shape boxes to explore squares, circles and triangles. A Science Center where collections of leaves, insects, rocks and sea shells are housed provided many opportunities to enlarge a child's realm of experience thus making him more ready for formal school learning situations.

A more thorough outline of the many activities which were provided in the preschool are presented in Appendixes A and B.

The preschool teachers organized the school into a series of interest centers designed to expose the children to a preschool curriculum in a flexible pleasant atmosphere. There are five major learning centers in the school through which the children may move at their own discretion. A child is not required to spend a specific amount of time in each center, rather he is encouraged to explore available activities in the centers which are of interest to him. The Creativity Center is a stimulating area for the exploration of art media, creative dramatics and crafts. A Mathematics and Science Center introduces children to seasonal changes, planting and growing bulbs, concrete number games and cuisenaire rods. The Readiness Center stimulates interest in listening to stories, viewing informative movies and transparencies and generally provides a pleasant informal readiness atmosphere. A Constructive Play Area where children explore the use of the balance beam, building with large blocks and riding wheel toys is another popular center. The Music Center provides opportunities for singing, playing rhythm instruments, and listening to music with recorders and headsets.

EVALUATION

Each child was checked by the teacher during the first month of school to determine each childs immediate needs, and provide a personalized program for him. The teachers informally checked the children on the skill sheets throughout the year as they mastered spcific skills, and formally checked each child during the months of September, February, and May. The staff agreed that three formal checking dates were

The staff agreed that three formal checking dates were valuable in helping them correctly assess each child's progress, but that constant informal checking throughout the year is a necessity in order to effectively personalize the program for each child.

At the close of the school year there were 62 three year old children in the program who had been formally checked three times on the Preschool Skills Checksheet I. Each of those 62 children who were checked formally three times did move at least two points on 75% of the skills listed on the checksheet.

After using the skills checksheet the preschool staff discovered specific areas where improvement was needed in the checking instrument, and devised the following improved checksheet to be used next year in the preschool program. The preschool staff made changes in the checksheet based on their use of the instrument and their experience with preschool children and curriculum during the first year of the Maplewood-Richmond Heights Preschool Program. A sample of the revised preschool checksheet for three year old children is presented here.

A profile of the results of the standardized Peabody Picture Vocabulary Test (PPVT), Visual Motor Integration Test (VMI), and Draw-A-Man Test are presented here on all three year old children who took the tests in May of 1972.

		PPVT			VMI	DRAW-A-MAN
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Average Class A Standard Score
Andrus, Rita L.	4-6	108	74	5-1	4-11	96
Bell, Angela C.	3-11	112	80	5-1	4-1	84
Blair, Donna L.	4-5	131	99	7-0	5-3	83
Blount, Daniel D.	Withdrew as of 10-71					
Boerner, Charles L.	3-8	Could not test - too immature				
Bolte, Teresa M.	Withdrew as of 10-12-71					
Bottone, Matthew D.	4-1	120	92	5-10	4-9	87
Boyer, Kimberly D.	Withdrew as of 2-17-72					
Brandt, Jerry L.	4-3	104	59	4-9	2-10	41
Brelsford, Lisa M.	Withdrew as of 3-13-72					
Buckner, Brenda M.						
Carlton Scott J.	3-10	95	30	3-9	4-9	97
Callahan, Teresa A.	Withdrew as of 1-17-72					
Carter, Chris M.	4-3	99	74	5-1	4-6	X 65
Clark, Regina M.	4-6	110	77	5-3	5-10	110
Collier, Barbara C.	Withdrew as of 10-26-71					
Cookson, Tonya L.	4-2	102	55	4-2	4-1	70
Crawford, Pamela M.	4-5	104	59	4-9	3-10	74

		PPVT			VNI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Crosby, James M.	4-5	115	86	5-8	5-0		92
Crowell, Amy A.	3-9	129	98	6-8	2-10		74
Cutler, Rebecca L.	With	drew	as of 1-17-72				
Davis, Curt A.	3-9	91	21	3-8	3-2	X	72
DeCosta, Bryan Joseph	With	drew	as of 12-71				
Deer, Robert G.	4-0	100	51	4-0	4-4		85
DeHeer, Jay Robert	With	drew	as of 11-11-71				
Eidson, Michelle E.	With	drew	as of 2-22-72				
Elliott, Karla L.	4-7	127	98	6-8	4-8		119
Ferrari, Margarita	4-5	116	88	5-11	4-1		69
Golden, Richard E.	4-6	90	20	3-10	3-2		60
Golden, Robert L.	4-6	100	48	4-6	5-3		94
Gray, Burrell L.	With	drew	as of 12-2-71				
Gregory Karen A.	4-4	108	74	5-1	3-10		74
Griffin, David L.	With	drew	as of 12-71				
Hagan, Misty D.	With	drew	as of 1-25-72				
Hartmann, Karin L.	4-5	106	67	4-11	4-11		81

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Harry, Tonya R.	4-2	76	7	2-11	3-10	X	56
Hazelip, Jack M.	With drew as of 11-2-71						
Hegerle, Timothy J.	3-8	119	88	4-4	N.C.	X	
Hitchens, Mark E.	5-6	80	13	4-7	3-2		64
Hochthurn, Robert M.	4-4	88	18	3-9	4-9		76
Hoffman, David J.	3-11	99	46	5-1	4-6		83
Hopkins, Charles P.	With drew as of 2-7-72						
Howard, Michelle C.	3-9	108	71	4-9	4-4		118
Hughes, Michael E.	With drew as of 2-1-72						
Hunziker, Robert J.	With drew as of 12-71						
Hunziker, Michael T.	With drew as of 12-71						
Jinkerson, Kelly R.	4-1	134	99	7-3	4-4		81
Johnson, Lyle W.	With drew as of 1-4-72						
Kammien, Lisa L.	3-8	120	90	4-11	3-2		86
Killion, Marx E.	3-8	105	60	3-9	2-10		80
Kloeckener, Kristine	4-3	123	93	6-4	4-11		115
Kuchler, Richard W.	With drew as of 2-1-72						

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Lambert, Barbara L.	With drew as of 1-20-72						
Lasley, Dawn M.	With drew as of 2-29-71						
Litteral, Robert W.	4-3	88	18	3-9	N.C.		62
Love, Eric	4-2	107	69	4-7	5-3		78
Lyles, Henry L.	3-9	83	12	3-2	4-4	X	68
Mahon, Barbara A.	With drew as of 1-18-72						
Mandziara, Mark A.	4-2	108	66	4-9	4-1		68
Mayhall, Michael	4-6	104	59	4-9	4-4		102
McAlister, Zandra R.	With drew as of 12-14-71						
McAvoy, Timothy S.	4-2	119	91	5-8	4-6		85
McCarthy, Steven W.	With drew as of 1-31-72						
McCarthy, Tammy	With drew as of 1-25-72						
McDonald, Michelle M.	With drew as of 2-22-72						
McGhee, Travis E.	3-11	114	84	5-3			74
McVey, Julie C.	3-9	103	59	4-4	4-1		104
Merrell, Sandra L.	4-7	102	54	4-7	4-8	X	66
Nalls, Kurt A.	4-5	86	14	3-5	4-9		74

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Neelis, Michelle L.	3-11	100	51	4-0	4-4	X	66
Orim, Curt P.	4-9	112	81	5-4	4-1		87
Parker, Kelly R.	3-11	129	98	6-8	4-4	X	
Parrott, James L.	4-1	102	55	4-2	3-0		70
Patrikin, Timothy M.	3-11	120	92	5-10	4-6		93
Pfister, Jill C.	4-3	108	74	5-1	3-10		81
Platipodis, Stephanie	3-8	106	63	3-9	4-1		83
Powell, Monika C.	4-7	113	84	5-6	3-10		81
Ray, Michelle M.	3-11	122	95	5-11	3-0		88
Richard, Kelly J.	3-9	88	16	3-6			76
Rickman, Edie R.	With drew as of 11-30-71						
Sanderson, Christina L.	With drew as of 10-4-71						
Schaffnit, Victoria L.	With drew as of 3-23-72						
Skaggs, Teresa P.	3-11	105	65	4-6	2-10		75
Smith, Cherrie K.	With drew as of 2-29-72						
Smith, Jeannie D.	With drew as of 11-30-71						
Soest, Michael P.	4-1	119	90	5-8	4-4		78

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Storz, Curtis D.	4-1	100	48	4-6	4-9		87
Strong, Mary M.	With	drew as of 11-14-71					
Swierk, Paul L.	4-3	113	84	5-6			109
Taylor, Wesley K.	4-4	100	48	4-6	3-2	X	65
Vance, Samuel P.	4-3	115	86	5-8	2-10		87
von zur Muehlen, Alex	4-2	131	96	6-10	6-0		92
Watson, Perry L.	3-8	90	27	3-0	3-2		95
White, Sami Lynn	4-2	91	21	3-8	4-1		74
White, Walter	3-11	Could not test					
Wilson, Donna L.	4-6	100	48	4-6	3-2		74

All three year old children who return to the preschool program in 1972 - 1973 will now have a comprehensive profile which will assist each teacher in determining each child's immediate achievement level.

It should be reported that some parents withdrew their children when standardized testing was started as they did not want their children subjected to the testing. This is shown on the profile chart.

After the preschool staff administered, scored and analyzed the standardized test results they believed that the standardized information may not provide as accurate an assessment of each child's achievement and potential as the preschool checksheets developed by the preschool staff. This belief is based in part on the fact that the checksheet provides an objective basis for evaluating the child's progress in a normal daily situation, as contrasted with the formal once a year standardized testing procedures which may place too much stress on a preschool child. It is the professional opinion of the preschool staff that the test results did not tend to be representative of the child's daily year long performance.

3.

OBJECTIVE

When given the Preschool Skills Checksheet II the teachers of four year old children will evaluate each individual child, during the first month of school, on every skill to determine where to begin teaching a child according to his immediate level of achievement.

ACTIVITIES

The teachers in the preschool designed activities to objectively evaluate all four year old children on the Preschool Skills Checksheet II. The activities were carried out during the first month of school and involved the use of concrete manipulative materials as well as semi-abstract pictures and charts to determine reading and mathematics readiness.

EVALUATION

Through the use of the aforementioned activities each child was tested on every area on the Preschool Checksheet II and an individual profile was developed for every four year old child. The individual profile provided the preschool staff with personalized achievement information on every child, and enabled the teachers to begin teaching every four year old according to their immediate level of achievement. A sample of the Preschool Skills Checksheet II on which each four year old child was checked is presented here.

PRESCHOOL SKILL SHEET-II
(Four Year Olds)

Name_____ Age_____ Year_____

Skills	Extent of Understandings				
	1 Cannot Perform	2 Weak	3 Satisfactory	4 Seventy-five Percent Mastery	5 Complete Mastery
Ability to listen for 10 minute periods					
Follows directions given by the teacher					
Interpret pictures & ideas in sequence					
Visual Discrimination					
a. Can identify (1)likeness, (2) differences					
b. Can identify beginning consonant sounds					
c. Can identify letters of the alphabet					
Auditory Discrimination					
a. Can identify rhyming sounds & rhyming words					
b. Can identify beginning consonant sounds					
Mathematics counting: 1 - 10					
1st 5th					
one-one correspondence					
comparison size					
weight					
week-days					
time by hour					
money					
Identify numbers 1 - 10					
Creative Development					

Teacher Comments:
(To be recorded on back)

OBJECTIVE

After identifying each child's level of mastery at each point on the Preschool Skills Checksheet II the teacher will teach the children in order to have each child improve his achievement level so as to move at least two steps on 75% of the checksheet scale during the remaining eight months of school.

ACTIVITIES

The types of activities mentioned in objective number two were utilized for all four year olds who evidenced a need to work at that level. The activities described in objective number two were built upon to develop a higher degree of understanding and sophistication. In language development the four year olds were introduced to picture classification, learning opposite meanings of words, dictating experience stories, nursery rhymes, rhyming words and repeating a story in proper sequence. These experiences were introduced to children through the interest centers, games, peer and teacher interaction. An emphasis was placed on creating flexible personalized learning environments for every child.

Social development continued with this age group emphasizing, assumption of responsibility and acceptance of consequences.

Creative development was further stimulated through cutting, pasting, drawing, sing, creating original songs and games, creative body rhythms and spontaneous dramatic play.

Formal introduction to numbers through puzzles, games, the abacus and development of a beginning math vocabulary were encouraged for those children who gave evidence of readiness.

Appendixes A and B present a more thorough outline of preschool activities.

The preschool teachers organized the school into a series of interest centers designed to expose the children to a preschool curriculum in a flexible pleasant atmosphere. There are five major learning centers in the school through which the children may move at their own discretion. A child is not required to spend a

specific amount of time in each center, rather he is encouraged to explore available activities in the centers which are of interest to him. The Creativity Center is a stimulating area for the exploration of art media, creative dramatics and crafts. A Mathematics and Science Center introduces children to seasonal changes, planting and growing bulbs, concrete number games and cuisenaire rods. The Readiness Center stimulates interest in listening to stories, viewing informative movies and transparencies and generally provides a pleasant informal readiness atmosphere. A Constructive Play Area where children explore the use of the balance beam, building with large blocks and riding wheel toys is another popular center. The Msuic Center provides opportunities for singing, playing rhythm instruments, and listening to music with recorders and headsets.

EVALUATION

Each child was checked by the teacher during the first month of school to determine each childs immediate needs, and provide a personalized program for him. The teachers informally checked the children on the skill sheets throughout the year as they mastered specific skills, and formally checked each child during the months of September, February, and May. The staff agreed that three formal checking dates were valuable in helping them correctly assess each child's progress, but that constant informal checking throughout the year is a necessity in order to effectively personalize the program for each child. At the close of the school year in May 1972, there were 99 four year old children in the preschool program who had been formally checked three times on the Preschool Skills Checksheet II. Each of those 99 children who were formally checked three times did move at least two points on 75% of the skills listed on the checksheet.

After using the skills checksheet the preschool staff determined there were specific areas where there was a need for improvement in the checking instrument, and developed the following improved checksheet to be used in the preschool program during the 1972-73 school year. A sample of the revised preschool checksheet for four year old children is presented here.

Four Year Old

Pre-school Checklist #2

Number	Skill	Yes	No
A-4	RECOGNIZES		
	Happiness		
	Sadness		
B-7	DAYS OF WEEK IN SEQUENCE		
	Sunday		
	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		
	Saturday		
D-1	MATCHES SETS OF PICTURES (6) (4)		
D-3	CLASSIFIES OBJECTS (7) (5)		
D-5	CLASSIFIES PICTURES (7) (5)		
D-7	MARKS OBJECTS (6) (3)		
D-9	DRAWS CIRCLE AROUND OBJECT (6) (3)		
D-14	READS LABELS (7) (5)		
D-10	COMPLETES DOT-TO-DOT PICTURE		
D-6	IDENTIFY: Right Hand		
D-4	PICTURES IN SEQUENCE		
D-13	IDENTIFIES LETTERS		
	A		
	B		
	C		
	D		
	E		
	F		
	G		
	H		
	I		
	J		
	K		
	L		
	M		
	N		
	O		
	P		
	Q		
	R		
	S		
	T		
	U		
	V		
	W		
	X		
	Y		
	Z		
D-11	PICKS OUT NAME		
D-12	MATCHES LETTERS		
E-1	IDENTIFIES:		
	Loud		
	Soft		
E-2	IDENTIFIES:		
	Soft		
	Loud		
E-3	IDENTIFIES:		
	Long Sound		
	Short Sound		
E-4	IDENTIFIES COMMON SOUNDS - 50%		
E-9	BUTTONS SWEATER OR COAT		
E-6	RHYMING WORD FOR ONE GIVEN BY TEACHER (5) (3)		
E-7	TELLS WORD WITH SAME (3) BEGINNING SOUND		
F-1	TELLS ABOUT DRAWING		

Number	Skill	Yes	No
F-2	SPEAKS IN SENTENCES		
F-3	TELLS ABOUT DRAWING IN SENTENCES		
G-2	JUMPS WITH GOOD BALANCE		
G-4	WALKS ON BALANCE BEAM		
G-14	HOPS ON ONE FOOT		
G-3	DOES GROUP EXERICES WITH MUSIC		
G-12	USES CRAYONS		
G-11	CUTS ACROSS PAPER		
G-10	ZIP TROUSERS (Boys)		
I-3	DRAWS CIRCLE AROUND SETS OF PETS (6) (5)		
I-4	LISTENS TEN MINUTES		
I-1	COUNTS OBJECTS (10) SEQUENIALLY		
I-2	IDENTIFIES:		
	Penny		
	Nickel		
	Dime		
	Quarter		
I-5	RETELLS STORY IN SEQUENCE		
J-3	COUNTS		
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

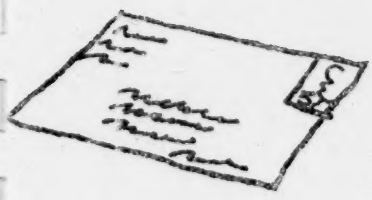
Number	Skill	Yes	No
J-1	IDENTIFIES:		
	Square		
	Circle		
	Triangle		
	Rectangle		
J-2	IDENTIFIES:		
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	SELECTS:		
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

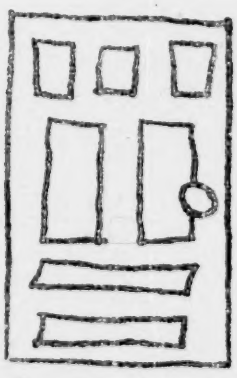
FOUR YEAR OLD

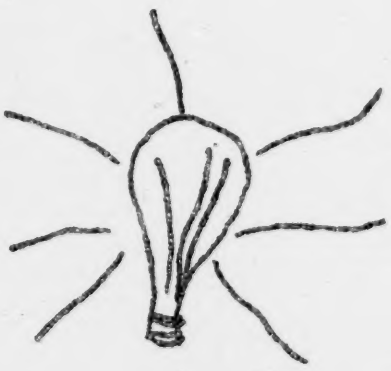
TESTING ACTIVITIES

Name _____ Date _____

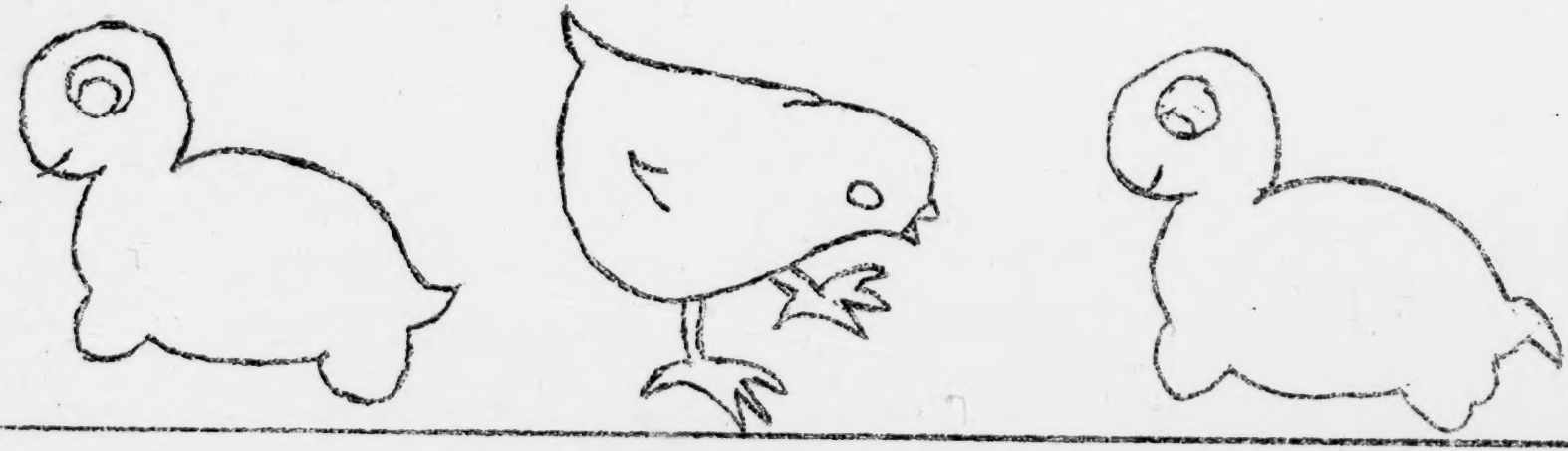
Beginning consonant sounds- Have child mark pictures that begin the same.



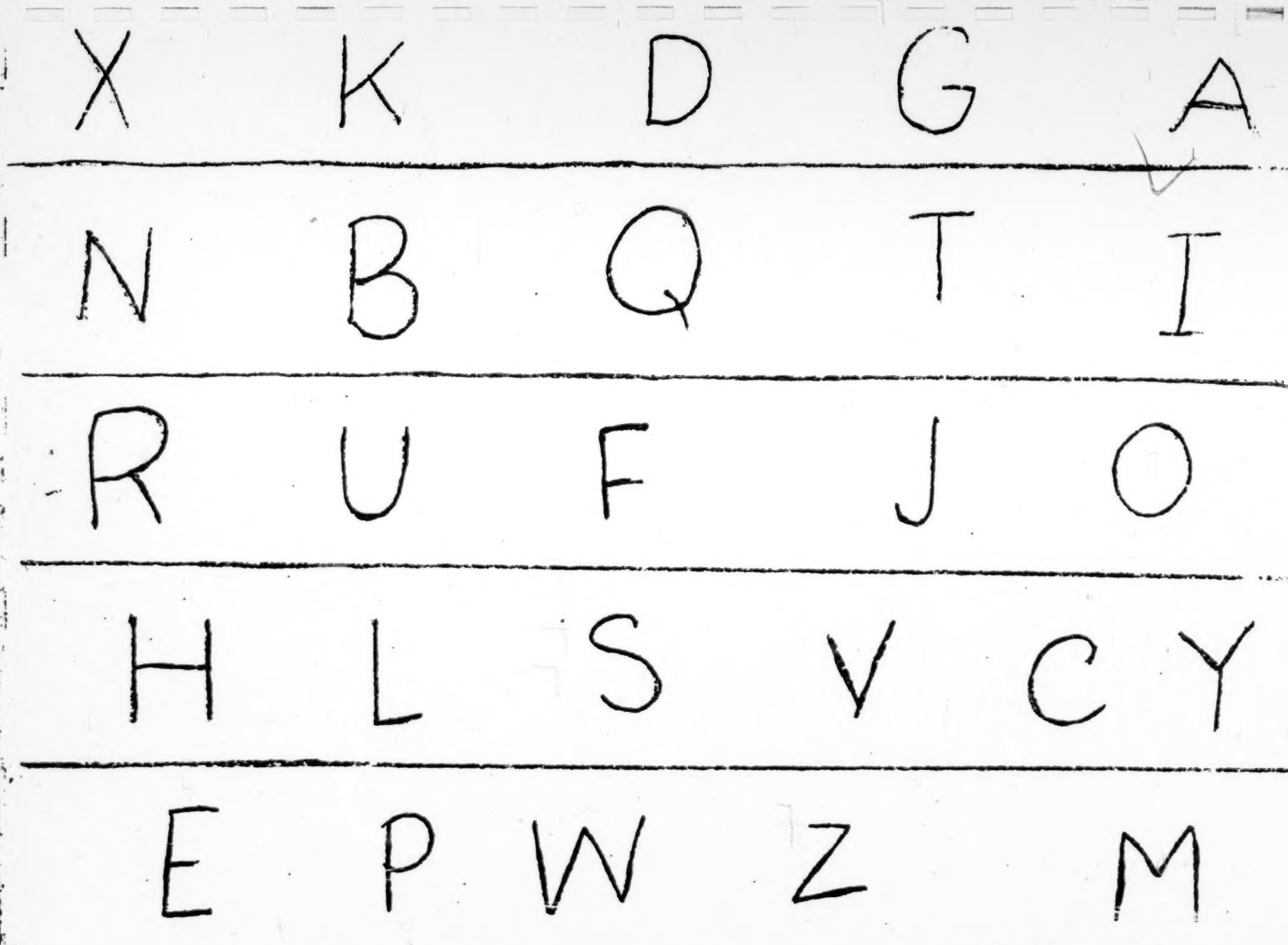




Nis. Dis. B

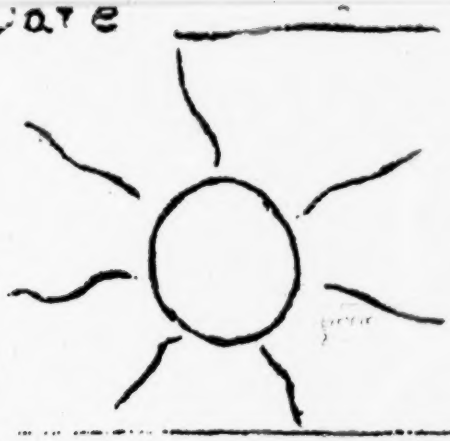


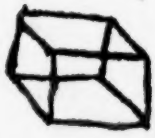
m	s	m	r	r	x
d	p	d	g	p	p
cap	hat	hat	man	map	man



Vis. Dis. C

Date _____ Name _____





rhyming words

Rhyming sounds –

___ duck television ~~truck~~ luck

___ book cook see

___ plant shoe two

___ damp chair lamp

___ dog light fight

Auditory Discrimination

Aud Dis A __

h r h	i j i
D B B	P P R
well baby well	hat rat rat

Name _____ Date _____

Distinguish likeness in beginning consonant sounds.

___ sun soup moon
___ bacon butter toast
___ train car coaster
___ dog mouse deer
___ duster feather fan
___ gun ghost tent
___ new funny not

Distinguish difference in beginning consonant sounds.

___ hen park house
___ jack run jump
___ king queen kitten
___ red rose daisy
___ like big buggy
___ donkey mouse duck
___ pear ape apple

A profile of the results of the standardized Peabody Picture Vocabulary Test (PPVT), Visual Motor Integration Test (VMI), and Draw-A-Man Test are presented here on all four year old children who took the tests in May of 1972.

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Abington, Kimberly J.	5-3	93	30	4-7	4-4		73
Anderson, Peter N.	5-7	108	76	68	6-10		72
Ayers, Patrick W.	5-7	109	76	6-10	5-7		95
Ayres, Shelia R.	4-10	79	10	3-9	4-4		99
Bailey, Michael D.	5-11	79	10	4-6	3-2		87
Ball, Susan E.	5-5	105	60	5-7	5-10		84
Barteau, Donna M.	5-7	99	47	5-11	4-11		82
Basinger, Brian K.	With	drew	as of 1-5-72				
Beam, Roger A.	5-2	100	45	5-1	5-3		104
Bennett, Christopher	5-4	119	91	6-10	4-11		87
Bianchi, Peter P.	With	drew	as of 11-19-71				
Bradford, Glen A.	5-3	95	36	4-9	4-6		78
Bradley, Tina M.	4-8	97	35	4-3	4-1		94
Brooks, Stephen G.	4-9	131	94	8-0	4-6		81
Brown, Derrick R.	4-8	144	Not Completed	8-11	5-0		96
Browne, Ann M.	4-9	105	60	5-7	4-4		74
Brunk, Michael J.	6	134	99	8-11	5-3		87

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Buckley, John K.	4-10	114	84	6-6	4-9		95
Busse, Timothy	With	drew	as of 5-10-72				
Call, Joyce M.	4-8	97	35	4-3	4-1		67
Campbell, Stewart A.	5-3	112	79	6-3	6-10		95
Carter, Lillious	4-11	86	13	4-0	3-2		84
Chase, Becky E.	With	drew	as of 12-13-71				
Christ, Judy K.	5-0	92	27	4-7	4-4		103
Clubb, Laure G.	5-7	110	81	6-10	5-3		87
Coates, Madison C.	5-4	112	78	6-2	6-0		91
Couch, Darwin B.	With	drew	as of 3-13-72				
Dalton, Daniel T.	5-3	123	97	7-6	4-6		97
DeCosta, Nicky G.	With	drew	as of 12-71				
Downing, Audrey A.	4-8	87	16	3-8	4-1	X	65
Drake, Allan C.	With	drew	as of 3-10-7				
Dryden, Cynthia A.	5-2	125	97	7-8	6-2		74
Duke, Paul W.	4-11	84	11	3-11	3-2	X	55
Dunlap, Shirley D.	4-10	Not computed on test book.		2-1	3-2	X	61

		PEVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Dunlap, Tammy S.	5-5	71	2	3-0	3-2	X	60
Dunn, Christine A.	5-1	85	12	4-0	4-4		82
Fisher, Michelle R.	5-0	118	93	6-10	5-3		91
France, Candace P.	5-5	107	73	6-8	4-4		109
Gamache, Mark A.	4-8	117	87	6-8	4-9		94
Garrison, Randal A.	4-7	108	75	5-1	4-6		82
Gerling, Lisa K.	5-2	120	93	7-1	4-11		77
Giovanni, Nancy M.	Withdrew as of 12-3-71						
Gordon, James R.	5	138	105	8-11	6-5		98
Gutierrez, Susan A.	5-1	116	84	6-6	5-6		100
Hampton, Richard P.	4-9	94	29	4-8	4-6		79
Hardin, Terri S.	4-11	98	38	4-11	3-2		74
Harlon, Audrey D.	Withdrew as of 3-13-72						
Harris, Lisa R.	5-3	98	38	4-11	4-4		76
Harvey, Michael C.	5-3	112	79	6-3	6-0		74
Helvey, Kenneth	5-0	101	51	5-3	4-6		73
Hely, Michael J.	4-10	103	69	5-4	5-3		100

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Hizer, Kenneth A.	With	drew	as of 12-6-71				
Hoffman, Donald C.	5-3	72	3	4-0	5-0		79
House, Ralphetta A.	With	drew	as of 12-3-71				
Hunter, Cheryl K.	With	drew	as of 3-1-72				
Hunziker, Arla D.	With	drew	as of 12-71				
Hyland, Karen J.	4-8	106	67	4-11	6-2		83
Johnson, Jerry D.	5-1	109	71	5-11	4-9		76
Johnson, Terry D.	5-1	109	71	5-11	5-7		78
Johnson, Julie	4-9	100	45	5-1	3-10		81
Johnson, Selene L.	With	drew	as of 1-2-72				
Jones, Wardell	With	drew	as of 3-10-72				
Kammien, Jeffrey S.	5-7	107	73	6-8	6-0		89
Kemper, Erik D.	5-7	113	83	7-3	5-7		90
Kidd, Veda D.	With	drew	as of 12-3-71				
Kinsey, Thomas R.	With	drew	as of 2-1-72				
Lasky, Teresa E.	5-6	129	92	8-1	4-4		104
Lance, Tracy L.	5-4	85	10	4-0	4-1		72

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Land, Andy J.	5-3	118	93	6-10	6-5		84
Lane, Juran N.	4-8	116	88	5-11	4-4		77
Law, Jeannette	4-11	127	96	7-7	6-2		136
Layton, Kenneth R.	5-4	116	89	6-8	4-9		68
Lumzy, Kenneth R.	With	drew	as of 2-9-72				
Marti, Joseph W.	5-6	111	79	7-1	4-4		105
Maxwell, Tony M.	4-10	123	97	7-6	4-1		91
McCallister, Sharon L.	5-1	93	30	4-7	5-3		72
McDonough, John R.	5-1	99	46	5-1	5-7		75
McVey, David N.	5-6	138	99	9-4	6-0		85
Milcic, Susan A.	4-10	118	93	6-10	3-2		88
Miller, Bonnie E.	With	drew	as of 12-3-71				
Morris, Mark J.	5-6	107	73	6-8	6-10		103
Morrison, Stacy A.	5-0	105	60	5-7	6-7		113
Murphy, Joanne M.	5-1	110	76	5-11	5-6		95
Nalls, Glen E.	5-6	101	54	6-1	4-4		82
Najor, Michael A.	With	drew	as of 5-15-72				

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Norris, Harold D.	5-6	105	68	6-6	4-9		93
Nunn, Karen L.	4-9	101	51	5-3	4-4		93
O'Brien, Barbara A.	5-6	95	37	5-7	4-4		75
O'Neal, Tammy M.	With	drew as of 5-12-72					
Parker, Deanna L.	5-7	119	91	7-7	5-10		81
Parker, Isis	With	drew as of 11-1-71					
Parsons, John W.	5-5	98	38	4-11	5-6		74
Parson, Lula	5-4	107	65	5-9	4-11		108
Pfeiffer, Ronald F.	With	drew as of 4-14-72					
Poliette, Roger F.	5-3	103	56	5-5	5-0		83
Renz, Kathryn M.	4-8	122	91	6-6	4-11		95
Ritter, Laura A.	4-8	94	27	4-0	3-10	X	61
Roberts, Michael	4-8	113	84	5-6	5-3		81
Rook, Lisa A.	5-6	100	48	5-11	6-7		85
Rost, Kate L.	4-8	109	78	5-2	5-6		111
Schults, Tenna M.	5-6	101	51	5-3	5-3		74
Scott, Marquita M.	5-0	97	41	4-11	3-2		93

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Seabaugh, Lori J.	5-1	98	38	4-11	5-10		86
Segal, Pamela J.	5-6	71	4	3-11	4-4	X	
Setzer, Christi L.	With	drew as of 1-7-72					
Shaw, Leonard L.	With	drew as of 1-19-72					
Simmons, Louvert M.	With	drew as of 10-71					
Sinner, Julia M.	4-10	109	71	5-11	6-7		118
Smith, Harry E.	4-7	92	25	3-11	4-1	X	68
Surrett, Toni P.	5-4	111	75	6-1	5-10		93
Swallow, Ruth C.	5-4	99	38	4-11	5-3		105
Tilford, Baxter B.	5-7	111	79	7-1	6-10		92
Thompson, Elizabeth	5-0	103	56	5-5	4-11		88
Trolinger, Rodney A.	4-8	75	4	3-7	2-10	X	
Turner, Robert G.	With	drew as of 12-10-71					
Vonk, Maria E.	5-5	98	38	4-11	6-2		90
von zur Muehlen, Peter	5-1	114	84	6-6	5-3		77
Walker, Robert L.	4-11	129	99	8-0	5-3		96
Walkup, Robin A.	With	drew as of 11-29-71					

		PPVT			VMI	DRAW-A-MAN	
NAME	Age	I.Q.	Percentile	Mental Age	Age Equivalent	Class A	Average Standard Score
Walls, Ricky A.	5	96	33	4-10	5-3		82
Watson, Valerie L.	With	drew	as of 5-19-72				
Wheeler, Lynnette R.	5-2	96	33	4-10	4-8		75
Wilfong, Michelle	5-1	112	78	6-2	5-3		85
Wilson, Jackie J.	4-9	79	10	3-9	4-1		61
Williams, Aaron	With	drew	as of 1-19-72				
Williams, Darren	With	drew	as of 1-19-72				
Willis, Randy N.	4-8	123	94	6-8	4-9		105
Wirth, Kathleen M.	4-10	107	65	5-9	4-11		130
Wooten, Charles E.	5-3	107	65	5-9	4-4		88
Zeigler, Kimberly A.	5-1	103	56	5-5	4-11		75

The results of the standardized tests given to all four year old children in the preschool program were recorded in the child's cumulative record file to provide the kindergarten teachers with background information on the children who were in the preschool program. A copy of the child's Preschool Skills Checklist II will also be placed in the child's cumulative record file to show the kindergarten teachers the specific skills which a child mastered in the preschool.

It should be reported that some parents withdrew their children when standardized testing was started as they did not want their children subjected to the testing. This is shown on the profile chart.

After the preschool staff administered, scored and analyzed the standardized test results they believed that the standardized information may not provide as accurate an assessment of each child's achievement and potential as the preschool checksheets developed by the preschool staff. This belief is based in part on the fact that the checksheet provides an objective basis for evaluating the child's progress in a normal daily situation, as contrasted with the formal once a year standardized testing procedures which may place too much stress on a preschool child. It is the professional opinion of the preschool staff that the tes results did not tend to be representative of the child's daily year long performance.

5. OBJECTIVE

During the first month of school to have each child in the program tested by a speech correctionist to identify those children who have speech impediments which could be more effectively corrected by beginning immediate therapy with the speech therapist.

ACTIVITIES

Much to the regret of the preschool staff, it was impossible to employ a speech therapist on a part-time basis. A search for a speech therapist was carried on throughout the school year, but it was never possible to employ one. This appears to be related to the fact that there is a shortage of therapists throughout the state of Missouri.

EVALUATION

Due to the aforementioned inability to employ a speech therapist it was never possible to carry out this objective.

6. OBJECTIVE

To build each child's foundation for formal reading in the elementary school through daily reinforcement and practice in correct speech development.

ACTIVITIES

The St. Louis County Special School District was kind enough to permit one of their speech therapists to test all preschool children during the last month of school. This testing will provide a basis for preschool and kindergarten speech improvement programs during the 1972-1973 School term.

EVALUATION

The St. Louis County Special School District Speech Therapist tested each preschool child during May 8 - 11, 1972. The results of the speech screening were discussed with the preschool teachers, and information was also given them concerning referral agencies for children with obvious speech problems. A short written report of every child's speech screening was placed in each child's cumulative record file to enable future teachers to assist children who have speech difficulties.

The following information clearly illustrates the results of the speech screening, as reported by the speech therapist Miss Mary Frances Cuddihee.

Results of the Pre-School Screening of Speech for the 1971-72 School Year:

May 8-11, 1972

139 children were tested,
73 children passed the speech screening
65 children failed the screening and were put on an observation list for follow-up testing in the 1972-73 school year
24 children were absent and were also placed on the observation list
1 child was currently receiving speech therapy
1 child was referred for further medical evaluation, voice and speech evaluation.

The following children passed the 1971-72 speech screening:

4 Year Old Morning:

Joyce Call
John Morris
Lula Parson
Roger Poliette
Donna Barteau
Stu Campbell
Daniel Dalton
Michelle Fisher
Candace France
Susan Gutierrez
Elizabeth Thompson
Cynthea Dryden
Jimmy Gorden
Toni Surrett
Peter von zur Muehlen
Ricky Walls
Tina Bradley
Audrey Downing
Teresa Lasky
Lynette Wheeler
Judy Christ
Barbara O'Brien
Erik Kemper
Lori Seabough

4 Year Old Afternoon

Peter Anderson
Juran Lane
Glen Nalls
Harry Smith
Maria Vonk
Christine Dunn
Julie Johnson
Jeanette Law
Madison Coates
Karen Nunn
Lisa Rook
Michael Brunk
Paul Duke
Shawn McDonough
Deanna Parker
Bobby Walker
Ann Browne
Jack Land
John Parson
Baxter Tilford
Kenneth Helvey
Michael Roberts
Stephen Brooks
Karen Hyland
Sharron McCallister
Lillious Carter

3 Year Old Morning

Tonya Cookson
Michael Mayhall
Monika Powell
Matthew Battone
Sami Lynn White
Michelle Nevils
Travis McGhee
Wesley Taylor
Perry Watson
Tanya Harry
Kirt Nalls
Curt Otis

3 Year Old Afternoon

Jill Pfister
Rita Andrus
Anne Law
Julie McVey
Michelle Howard
Karla Elliott
Karen Gregory
Regina Clark
Christopher Carter
Mark Hitchens
Teresa Skaggs

The following children will be kept on observation and tested again in September of the 1972-73 school year.

4 year old morning

Patrick Ayers (l, th, Th)
Terrie Sue Hardin (r, s, z, th, Th)
Sheila Ayers (th, Th, s, z)
Kevin Buckley (r)
Stacy Morrison (j, r, th, v, s, ch, sh)
Harold Norris (r, l, sh, th, v, Th, t)
Ruth Swallow (ch, th, s, z, l, t, Th, r, v)
Julia Sinner (r, s, z)
Ricky Hampton (t, r, th)
Kathryn Renz (s, z)
Randy Willis (S, z, Th)
Timmy Busse (Th, th, r)
Lisa Gerling (r, s)
Michael Harvey (th, l, r)
Kimberly Zeigler (s, z, th mumbles)

4 year old afternoon

Susan Ball (r, th, Th)
Tony Maxwell (th, s voice)
Jackie Wilson (f, th, Th, l)
Roger Beam (Th voice)
Christopher Bennett (s, z, th)
Lisa Harris (would not cooperate)
Susan Milcic (s, z, r) (check swallow)
Katie Rost (Th voice)
Pamela Segal (v, th, s)
Kathleen Wirth (s, z)
Kimberly Abington (s, z)
Glen Bradford (r, s, l, t, Th, th)
Laure Clubb (Th, th, r) (check mandibular shift)
Mark Gamache (s, z)
Rodney Trolinger (th, l, s, Th)
Michael Bailey (th, Th, r)
Donald Hoffman (th, Th, S)
Joanne Murphy (r, th)
Michelle Wilfong (s, z)

3 year old morning

Margarita Ferrari (would not cooperate)
Sandra Merrell (l, th, s, z)
James Parrott (th, r, l, s)
Michelle Ray (th, Th, L, r)
Samuel Vance (th, r, l, s, t)
Jerry Brandt (th, l, w, s)
Pamela Crawford (th, Th, l, r, s, z)
Richard Golden (l, r, th)
Karin Hartmann (th, s, z, r)
Kelly Parker (r)
Kelly Richard (th, r, v)
Robert Litteral (th, r, l)
Mark Mandziara (r, l, s, z)
Walter White (l, r, s, th, Th mumbles)
Donna Blair (th, s)
Henry Llyles (th, Th, s, l)
Curtis Storz (r, l, s, z, th)
Donna Wilson (th, l, r, s, z)
David Hoffman (would not cooperate)

3 year old afternoon

James Crosby (th, r)
Michael Soest (s, z, th)
Robert Deer (l, r, Th)
Scott Carlton (s, z)
Angela Bell (l, th, s, z, r)
Amy Crowell (s, z, j, th, l)
Paul Swierk (r)
Kristine Kloeckner (Th, th, v, r)
Chuck Boerner (th, s, z)
Timothy Petrikin (l, r, th, s)
Robert Hochthurn (r, l, th)

The following children were absent during the 1971-72 Speech screening:

4 year old morning

Jerry Johnson
Michael Najor
Terry Johnson
Jeffrey Kammien

4 year old afternoon

Tracy Lance
Charles Hayes
Joseph Marti
Marquita Scott
Charles Wooten
Shirley Dunlap
Michael Hely

3 year old morning

Brenda Buckner
Kelly Jinkerson
Stephanie Platipodis
Robert Golden
David Griffin
Timmy Hegerle
Lisa Kammien
Timmy McAvoy
Patrick von zur Muehlen
Barbara Lambert

3 year old afternoon

Eric Love
Mark Killion
Curt Davis

Referral List

4 year old afternoon

Laura Ritter - Referred to Cardinal Glennon Hospital and Speech Clinic for medical evaluation, voice evaluation, speech evaluation due to apparent dysphonia; very poor tongue control; inability to build up enough intra-oral pressure to produce strong plosive or explosive sounds; attempts to produce nasalized sounds are extremely difficult; mouth breathing.

7.

OBJECTIVE

To provide the parents of three and four year old children, twice a month during the nine month school term, with specific skills and information which will enable them to improve the child's immediate environment as well as to prepare him for school.

ACTIVITIES

A variety of activities were used in working with the parents of preschool children enrolled in the project.

Parents were invited to observe their children through the one way glass observation booth whenever they chose. The observation room was always open and parents could come in when school started or any other time during the session to observe their child. At the beginning of the school year the Preschool Director met with the parents of children in each of the four sessions and explained the use of the observation booth to the parents. The Director also provided each parent with a form listing specific areas of development and achievement which they could observe in their children. Parents were encouraged to observe frequently, both in the observation booth and in the classroom centers, and there was an extensive amount of parent observation throughout the school year.

An open house and orientation meeting was held for the parents of three year olds and four year olds during the second week of school, during which time the preschool program was explained.

Discussion group meetings were held for parents where they were taught to make everyday home situations meaningful learning experiences, and where they could talk about general problems of interest to parents such as home discipline, motivation of the child, acceptance of siblings, getting along with playmates and becoming independent human beings.

There was a high degree of parent participation in the preschool as shown by the parent booklet which accompanied this report. The parent booklet shows an extensive number of man hours given to the preschool by the parents as well as many

items for art activities, parties, and general everyday learning experiences. Parent volunteers also worked all day as teacher aides whenever an aide was absent. They were of invaluable assistance to the teachers and children, and they learned a lot about their children and activities they could use to enrich their child's background as well as to reinforce the school situation.

Each preschool parent filled out a parent volunteer form, and those forms were used throughout the year to draw on parent resources. A sample of the form used is presented here.

Dear Parents,

An important part of our program is parent involvement. We feel you as parents have many special talents and interests. We would like you to contribute these to our program. Please check your talents and interests on the form below and return it at your earliest convenience.

Sincerely,

The Faculty

_____ _____

(Child's Name) (Parent's Name)

___ Volunteer to help in the school.

___ Dancing

___ Sewing

___ Cooking

___ Drawing or Painting

___ Carpentry

___ Sculpture

___ Floral Design

___ Story-Telling

___ Music (designate type)_____

___ Knitting

___ Photography

___ Hobbies (designate)_____

___ Foreign or Travel

___ Community helpers in home (doctors, fireman, nurse, plumber, etc.) Who would be willing to talk to the children.

___ Weaving

___ Other_____

Dear Parents,

An important part of our program is parent involvement. We feel you as parents have many special talents and interests. We would like you to contribute these to our program. Please check your talents and interests on the form below and return it at your earliest convenience.

Sincerely,

The Faculty

MATT (Child's Name) MYRNA BOTTONE (Parent's Name)

- X Volunteer to help in the school.
- ____ Dancing
- X Sewing
- X Cooking
- ____ Drawing or Painting
- ____ Carpentry
- ____ Sculpture
- ____ Floral Design
- ____ Story-telling
- ____ Music (Designate type) ____
- ____ Knitting
- ____ Photography
- ____ Hobbies (designate) ____
- ____ Foreign or Travel
- X Community helpers in home (doctors, firemen, nurse, plumber, etc.) who would be willing to talk to the children.
  HUSBAND - DENTAL TALK ?
- ____ Sewing
- X Other anything to help

5th A.M.

Dear Parents,

An important part of our program is parent involvement. We feel you as parents have many special talents and interests. We would like you to contribute these to our program. Please check your talents and interests on the form below and return it at your earliest convenience.

Sincerely,

The Faculty

Barbara Collier (Barbara Collier)
(Child's Name) (Parent's Name)

✓ Volunteer to help in the school.

____ Dancing

✓ Sewing

✓ Cooking

✓ Drawing or Painting

____ Carpentry

✓ Sculpture

____ Floral Design

✓ Story-Telling

____ Music (designate type)_____

✓ Knitting

✓ Photography

____ Hobbies (designate)_____

____ Foreign or Travel

____ Community helpers in home (doctors, firemen, nurse, plumber, etc. who would be willing to talk to the children.

____ Weaving

____ Other Modeling teacher

EVALUATION

The value and success of parental participation as expressed in the aforementioned objective was evaluated by the use of the following questionnaire.

MAPLEWOOD-RICHMOND HEIGHTS TITLE III PRESCHOOL

Parent Questionnaire

1. My child attends school. Tues. & Thur. 46 Mon. Wed. & Fri. 58

	Yes	No
2. My child likes the preschool	103	1
3. The preschool teachers provide a worthwhile program for my children.	104	
4. The preschool has appropriate equipment.	104	
5. My child learned to do new things at the preschool.	104	
6. Do you think the preschool should become a permanent part of the Maplewood-Richmond Heights School District?	104	
7. Please list any suggestions you have for improving the preschool next year.	104	

The following list shows exact comments written in by parents on the parent form, for question number 7 which requested suggestions.

PARENT QUESTIONNAIRE

Remarks and Suggestions

1. Good just like it is.
2. No suggestions. This is the greatest thing that could possibly happen to or for the children.
3. I would like to see a little more encouragement (push) in printing and recognizing letters and numbers.
4. It's terrific already.
5. More outdoor activities.
6. I feel they have a very fine program as is.
7. Maybe a few more field trips like they took to Grants Farm and the Zoo.
8. I have none. I think it's fine.
9. Well, I really think they have nice toys for the children to learn. And I think that they should get more toys, books, etc. to help the children learn more each year.
10. The only thing I can suggest is to see if its at all possible to get the children organized to do most of what the program provides.
11. I would like to see it stay here for good.
12. Everything was well done and furnished.
13. Everything the school has provided has been very helpful to the children. It has helped prepare them for kindergarten.
14. A larger building, more modern with a school yard for outdoor play.
15. I would like to say that I think that the preschool here in Maplewood has been an outstanding program, and I feel it certainly helped my child and I hope we can still keep it going.
16. Continue it.
17. I think, if at all possible, there should be two conferences during the year instead of one. I think they are very beneficial to all concerned.
18. Just continue what you've begun.
19. The time my child spent at the preschool was well spent. If the hours were increased an additional hour, I am sure that all of the children will learn even more.
20. Good!
21. This is a wonderful program and to all the teachers, well they are just wonderful and this is a wonderful program and I can't say enough for it only it is just perfect.
22. I was very pleased that my child had the opportunity to attend preschool. The teachers have done a wonderful job.

23. It does a very good job.

24. There should be closer cooperation between the preschool teachers and the kindergarten teachers in the school system. When I was registering my child for kindergarten the teacher was not aware of what the preschool was doing. If several meetings could be arranged between the two groups of teachers during the coming year I think it would be beneficial to both the children and the teachers. My child enjoyed every minute of the preschool and I thank all who helped make this a reality in Maplewood-Richmond Heights.

The parent form was designed to be clear and concise in order to secure an adequate return, and to answer major questions in regard to parental perception of the program and future desires of parents concerning the functioning of the preschool program.

The preschool teachers conferenced with each parent at least twice a year and the results of the conferences were recorded to provide another diagnostic tool for understanding and personalizing teaching for each child. Informal conferences were held quite frequently with parents due to the rapport teachers established with them when they brought their children to school and picked them up at the close of each session. There were excellent opportunities for continuous conferencing with parents due to the nature of the preschool program and its emphasis on parent involvement.

The results of formal conferences with parents were recorded on the following form, and provided a valuable record of a child's growth.

PARENT-TEACHER CONFERENCE

(Checksheet)

School Distric of Maplewood-Richmond Heights,_____ School

Pupil_____ Grade_____ Date_____ Teacher_____

Conference held with_____ Relationship to pupil_____

(✓) Indicates that improvement is needed in the category checked.

****

SOCIAL DEVELOPMENT

___ Cooperation with peers
___ Cooperation with adults
___ Participates well in group activities
___ Controls his emotions
___ Has confidence to try new situations
___ Shows independence in activities
___ Dependable
___ Shows friendliness towards peers
___ Shows friendliness towards adults
___ Displays maturity for his age
___ Other_____

Comments_____

_____

_____

****

ACADEMIC GROWTH

___ Shapes
___ Colors
___ Textures

IDENTIFIES

___ Likeness in pictures
___ Differences in pictures
___ Alphabet letters
___ Numbers 1-10
___ Days of the week
___ Money
___ Rhyming words
___ Beginning sounds
___ Counts 1 - 10
___ Knows 1st - 5th
___ Understands size comparison
___ Understands weight comparison
___ Understands one to one correspondence

Comments_____

_____

_____

****

MUSCULAR DEVELOPMENT

___ Fine muscle development
___ Large muscle development

Comments_____

_____

****

CONCERNS AND RECOMMENDATION_____

_____

_____

Appendix D provides a copy of the parent booklet distributed to all parents at the beginning of the school year in September 1971.

The following list of suggestions was given to each parent during formal parent teacher conferences, and enabled parents to provide additional assistance to the child in areas where a weakness was indicated.

SUGGESTIONS FOR TEACHING PRESCHOOL SKILLS

COLORS -- red, yellow, blue, green, purple, orange, brown, black

-- Ask the child to name the colors of the clothes he is wearing.
-- Have him find familiar objects that you describe by color.
   Example: Point to something that is blue and white, (the curtains) Then have the child touch the blue color then the white.
-- Ask him to wear certain clothes but describe them by color.
   Example: Today I want you to wear your red, white,and blue shirt, your blue shorts, and your red tennis shoes.
-- Have him color a specific part of a coloring book picture one color, then another part of the picture a different color until it is all finished.
-- Let your child cut pictures out of magazines you give him. You can tell him to cut out only pictures with a certain color in them. After he cuts out about ten pictures of different colors have him put the ones with the same color in a stack. He can sort all the pictures by the colors.

SHAPES -- square, rectangle, circle, triangle, diamond, heart

-- Cut out three circles, 3 squares, 3 rectangles, 3 triangles, 3 diamonds, and 3 hearts. Point to one shape, name it and have the child pick out all the ones like it. Do this for each of the shapes. Have the child say the names as he picks up each shape. After he has mastered this game just name a shape and have him hand that one to you.
-- Name a shape and have the child find that shape in the room.
   Example: Rectangle-- the child points to a door. Square-- the child points to the T. V. screen.
-- Have the child name shapes that you draw.
-- Draw a shape, have the child name it and copy your drawing.
-- Combination of shapes and colors.
   Draw 2 squares, 3 circles, 2 rectangles, 4 diamonds, 1 heart, and 4 triangles. Tell the child to color the circles purple, squares blue, rectangles green, diamonds yellow, hearts red, and triangles orange.

TEXTURES -- hard and soft, rough and smooth

-- Name objects in the house as hard or soft, rough or smooth. Then have the child find things that fit these descriptions.
-- Find a familiar object and have the child describe it, not name it.
-- Put about 15 objects in a bag that are examples of the different textures. Tell the child to put his hand in the bag and bring out something that is hard. He is not to peek into the bag. After he masters this game move to the next step. Put the objects into the bag. Tell the child to put his hand in, choose one object and describe it to you without looking at it. The child is not to name the object. See if you can guess what the object is from the description. Then you describe an object and see if the child can guess what it is.

DISSEMINATION

The following techniques were used for dissemination of information on the Maplewood-Richmond Heights Title III Preschool Program.

Observation by Visitors. Visitors, including those from Webster College, Lindenwood College, Southeast Missouri State College, area superintendents, principals, and teachers observed the project in its first year of operation.

Television. Channel 5, KSD Television in St. Louis, made a video tape of a preschool Thanksgiving program which was shown over that station.

Slides and Films. Since this is a new innovation for the area, a slide presentation was made depicting the activities of the project. This was shown to teachers and parents who visited the preschool and will be used in the future with other educators.

Journal Articles. A journal article was submitted to Instructor Magazine and publication is expected in the Fall of 1972.

News Media. News releases went out periodically to local St. Louis and St. Louis county papers. Copies of newspaper articles were submitted with this report.

Presentations at Local Meetings. The project was explained to School Board Members, P.T.A.'s, Rotary Club; and local associations of the American Association for the Education of Young Children. The preschool Director and the Superintendent of Schools addressed these various groups.

MAPLEWOOD-RICHMOND HEIGHTS
PUBLIC SCHOOLS

Project Number: 35-71-11-0

First Year Budget: $70,444

Grant Period: 7/1/71 - 6/30/72

Grade Span: Preschool

MAPLEWOOD-RICHMOND HEIGHTS
PRESCHOOL PROGRAM

Project Director:
Dr. Jane Wilhour
7648 Jerome
Maplewood, Missouri 63143

Superintendent of LEA
Mr. Clint E. Crites
7539 Manchester Road
Maplewood, Missouri 63143

An innovative preschool project was instituted for all three- and four- year old children in the District in September 1971. The program is designed for three year olds to participate each Tuesday and Thursday, and four year olds each Monday, Wednesday, and Friday. Children are assigned to a morning or afternoon session based primarily on school attendance areas, and both sessions operate for two hours and fifteen minutes. The preschool center is staffed by four certified teachers, three teacher aides and a project director. A total of 210 children are presently enrolled in the school.

Parental participation is an integral part of the preschool and parents may be found observing and assisting almost any day of the year. Parent meetings and small group seminars are held frequently to orient parents to the educational, psychological, physical, and social needs of their children.

The preschool program provides a stimulating learning environment where each child has the opportunity to progress at his own rate through the curriculum with emphasis on individualized instruction. There are five major learning centers in the school through which the children may move at their own discretion. A child is not required to spend a specific amount of time in each center, rather he is encouraged to explore available activities in the centers which are of interest to him. The Creativity Center is a stimulating area for the exploration of art media, creative dramatics and crafts. A Mathematics and Science Center introduces children to seasonal changes, planting and growing bulbs, concrete number games and cuisenaire rods. The Readiness Center stimulates interest in listening to stories, viewing informative movies and transparencies and generally provides a pleasant informal readiness atmosphere. A Constructive Play Area where children explore the use of the balance beam, building with large blocks and riding wheel toys is another popular center. The Music Center provides opportunities for singing, playing rhythm instruments, and listening to music with recorders and headsets.

The preschool is designed to give children a pleasant introduction to school through its emphasis on discovery learning, and to prevent learning difficulties through an early positive start in school.

The County Spotlight

3-4 year olds explore "world beyond the home" at innovative pre-school in Maplewood District

THE NEW PRE-SCHOOL PROGRAM in the Maplewood-Richmond Heights is described as a "highly structured unstructured" one exposing youngsters to all types of learning experiences.

The largest proportion of underachievers in school are that way, not because they are mentally slow, or incapable, but simply because they are convinced that learning is difficult. A number of experiences have created a negative attitude about themselves and they are often defeated before they ever begin. An innovative program is now being conducted in the Maplewood Richmond Heights School Distict for pre-schoolers, which authorities hope may prevent youngsters from ever falling into this category.

The program, partially funded by federal funds under Title III of the Elementary and Secondary Education Act of 1965, is unique in to the state to the MRH district. It is not a program for underprivileged or deprived children, but an experimental one, which educators believe may offer some of the answers for more productive work when the child enters full time school.

The pre-school, at 7648 Jerome and Bredell, has morning and afternoon

District. He said the information about the school had been sent to the homes but added that a new program such as this "takes a little time to get around."

Crites describes the program offered as a "highly structured unstructured" one. The children are exposed to all kinds of learning situations covering all areas of development - physical, emotional, social and intellectual.

The program for the three year olds specifically centers around developing the child as an independent individual, with concentration on self concept, development of motor control and building a foundation for reading readiness.

Opportunities are given for motor coordination, for the child to engage in skipping, jumping, hopping and balancing and to work efficiently with tying, zipping and buttoning. Through varied activities, the child develps a vocabulary which will enable him to express himself to others. He will advance from words

to phrases to simple sentences in his oral communication.

The four year old program, builds on the program of the three year olds. It stresses exploration of the immediate environment, oral communication and includes an introduction to numbers. Painting, drawing, cooking, gardening, singing and caring for live animals are encouraged as the child explores his environment and learns to relate to others. He is introduced to numbers as he counts the number of children present each day, plays games involving numbers and learns to count objects in the school.

Field trips to the grocery store, post office, fire station, the zoo, Grant's Farm and other places of interest are planned to further broaden the child's view of the world beyond his home.

Dr. Jane Wilhour, Director of the pre-school, is a teacher of elementary at Lindenwood College, where a successful private pre-school has been conducted for the past 12 years.

Dr. Wilhour said that basically the

3-4 year olds explore "world beyond the home" at innovative pre-school in Maplewood District

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The pre-school, at 7648 Jeromeand Bredell, has morning and afternoon sessions three days a week for four year olds, and two days a week for three year olds. About 180 children are presently enrolled, estimated to be about half of the 3 and 4 year olds eligible in the district. "By next year, we expect the number to be greatly increased", said Clint E. Crites, Superintendent of the MRH District. He said the information about the school had been sent to the homes but added that a new program such as this "takes a little time to get around."

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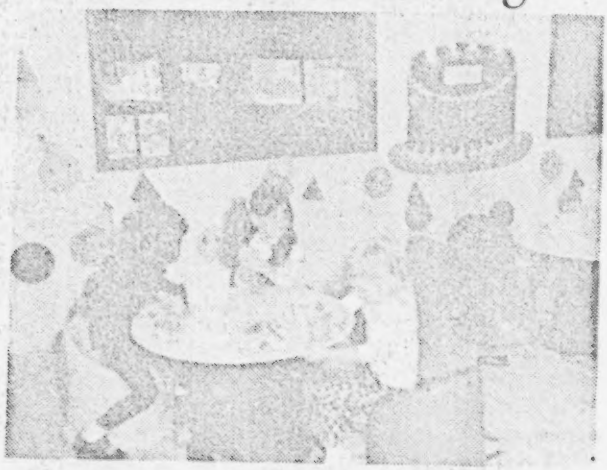
CONTINUED TO PAGE 2

A sing -then a "treat" at MRH pre-school

SINGING SESSIONS are included in each day's program, here being conducted for the four year olds by Mrs. Ricketts, a student teacher. Afterwards the children receive a "treat" before being dismissed for the day.

Colorful surroundings



THE PRE-SCHOOL IS ATTRACTIVELY furnished with brightly colored child-size furniture. Behind these youngsters on the wall is a one way mirror from which parents and teachers can observe the children without being seen.

MRH Preschool Registration

May 11 and 12, between 9 and 11 a.m. and between 12:30 and 2:30 p.m., will be registration days for the Maplewood-Richmond Heights Preschool. The school is located at 7648 Jerome (the southeast corner of Jerome and Bredell).

Resident children, three and four years old by September 30, 1972, will be eligible for enrollment in the 1972-1973 School Year.

Three year olds are scheduled on two days per week, and four year olds on three days per week for either morning or afternoon sessions. The morning session is from 9 to 11 a.m. and the afternoon session is from 12:30 to 2:30 p.m.

A birth certificate is required for registration and immunization or medical records if available. A medical form will be given at that time to be filled out by the child's physician before school opens in September.

The M.R.H. School News

Vol. 13 Published by Maplewood-Richmond Heights School District August 1971

M-RH PRESCHOOL PROGRAM

A program for all three and four year old children who live in our District will be initiated this fall semester. The location is 7648 Jerome Avenue (the Southeast corner of Jerome and Bredell). Students will attend beginning on September 13, 1971. For additional information call the Central Office, 644-4400.

Three year olds will be scheduled on two days per week, and four year olds on three days per week for either morning or afternoon sessions. These sessions will be from 9:00 to 11:00 A.M. and from 12:30 to 2:30 P.M. One or both parents, or a babysitter are to attend at least one session per month.

Additional information regarding assignments to days and session for attending will be mailed later in August as the enrollment becomes more stabilized and complete.

VOCATIONAL PROGRAM EXPANDS

Federal funding has made it possible to add two additional teachers to the Pre-Vocational — Vocational Program started last semester.

This program is being offered to selected students in grades seven to ten and will involve approximately 100 pupils beginning in September, 1971 in both Junior and Senior High buildings.

The primary objective is to bring about self-motivation to the degree of aiding the students to become contributors rather than takers in life. Selection of a future vocation or occupation is based on interest as evidenced after exposure to as many work opportunities as possible.

Many and varied are the types of equipment available to both boys and girls for actual "hands on" experiences.

This program holds great promise as a fine addition to our secondary program and meets the needs of a large number of the student body.

ELEMENTARY REPORT CARDS

Elementary school reporting to parents on pupil progress will be conducted in a different form this year. Two committees of teachers and parents worked very long and diligently during the preceding school year to arrive at suggestions for better reporting for both primary and intermediate grades. Their final reports and recommendations were presented to the Board, and adopted, during the regular meeting on July 10, 1971.

Conferences will be held the first and third quarters with one-half days of non-pupil attendance on three consecutive Wednesday afternoons. Parents will receive additional information from the various schools concerning scheduling of conferences. There will be conference summary sheets in duplicate to enable the parents to be better able to help their child with noted problems.

The "Pupil Progress Report" (report card) is new in format and will be issued the second and fourth quarters.

The primary objective of any report should be to improve the students learning; it is felt this change will enhance his educational growth.

Report cards for the Junior and Senior High Schools will be handled in the same fashion this year as in the past.

SENIOR CITIZENS — FREE PASSES

The Maplewood-Richmond Heights Board of Education and the Athletic Department are pleased to announce the adoption of a new policy regarding admission of resident senior citizens to all athletic events.

Complementary passes to resident senior citizens of the School District, (those who are 65 years of age or older), may be picked up at the High School Principal's Office or at the ticket window just prior to any of the athletic activities for this school year.

The passes, when issued, will be a permanent pass to home athletic events for the remainder of this year and the coming years.

CLASSES BEGIN TUESDAY, SEPTEMBER 7, 1971

All classes will be in full-time operation beginning, Tuesday, September 7. Busses will operate that day.

All principals will be in their respective offices on and after Monday, August 16.

Students new to the District who have not registered, or kindergarten students who have not registered, should register prior to the opening of school. Kindergarten children must be five years old on or before September 30, 1971.

All teachers will report for duty on Wednesday, September 1. The three days of that week will be spent in workshops and in organization so classes can begin promptly on Tuesday morning, September 7. See page 4 for transportation schedule.

Following is a calendar for the school year:

September 1, 2 and 3, 1971 — Workshops and Organizational Meetings for Teachers

September 6, 1971—Labor Day Holiday School begins, Tuesday, September 7, 1971

Veterans' Day Holiday — Monday, October 25, 1971

State Teachers' Meeting — Thursday and Friday, November 4 and 5, 1971 — No School

Thanksgiving Holidays — Thursday and Friday, November 25 and 26, 1971

Christmas Holidays — 4:00 P.M., Thursday, December 23, 1971 — 8:00 A.M., Monday, January 3, 1972

First Semester Ends — Friday, January 21, 1972 — No classes on this day, but all classes meet on January 20, 1972 as regularly scheduled.

Second Semester Opens — Monday, January 24, 1972

Washington's Birthday Holiday — Monday, February 21, 1972

Spring Vacation — Monday thru Friday, March 27, 28, 29, 30 and 31, 1972

St. Louis Suburban Teachers' Association Conference — Wednesday, April 12, 1972 — No School

Memorial Day Holiday — Monday, May 29, 1972

Wednesday, June 7, 1972 — Last day of attending classes.

Friday, June 9, 1972 — School Closes

Candidates for Maplewood-Richmond Heights Board of Education

These three candidates have filed for the two places on the Board of Education which will be filled at the Annual School Election on April 4, 1972

GLENN A. SWEET

Mr. Glenn A. Sweet is a candidate for re-election to the Board of Education of the Maplewood - Richmond Heights School District for a three year term. He is currently serving as Vice-President of the Board.

He has been a resident of the Maplewood-Richmond Heights School District for more than 25 years. Mr. and Mrs. Sweet have three children, all of whom attended Sutton School, and graduated from Maplewood-Richmond Heights High School — two of which are teachers for the Ferguson-Florissant School District.

Mr. Sweet is a past president of the Sutton School PTA and served a term as Cubmaster for the Sutton School Cub Pack. He is presently Treasurer of the St. Louis County Board of Education; member of the Audio Visual Committee of the Cooperating School Districts of the St. Louis Suburban Area; Secretary of the Community Church Cluster Council; member of the Board of the Maplewood Christian Church; and a member of the Optimist Club of West St. Louis.

He is Secretary-Treasurer of Meyer Supply, Inc., where he has been employed for 37 years.

FRENCH STUDENTS PRESENT PUPPET SHOW

On Thursday, March 9th, a group of French students from the Maplewood-Richmond Heights High School presented a puppet show in French to a group of young children at the Cardinal Glennon Children's Hospital.

The show was based on episodes from "Guignol et ses amis" (the "Punch and Judy" of France). Explanations were given in English. After the presentation, the students walked around with the puppets on their fingers and visited with the young patients.

The puppet theatre was constructed by Ellen Ayers, who also purchased the puppets. Mrs. Vincenza Pierce, French Teacher, coached the students and sponsored the project.

FREDERICK C. FIDDMONT

Mr. Frederick C. Fiddmont is a candidate for re-election to the Board of Education of the Maplewood-Richmond Heights School District for a three year term.

Mr. Fiddmont and family reside at 7914 West Bruno Avenue, Maplewood, and are lifelong members of the community. They have two children — one is in the sixth grade in West Richmond Elementary School.

Mr. Fiddmont is a product of our school system, having attended the Lincoln Elementary School. He attended Douglas High School and received his B.S. Degree from A.M.&N. College at Pine Bluff, Arkansas. He has served as President of both the Lincoln and West Richmond PTA's. He has worked in the past with Troop 363 of the Boy Scouts of America, and other human interest groups.

Mr. Fiddmont is a member of the Mount Zion Baptist Church and is employed by the United States Postal Service.

M-RH PRESCHOOL PROGRAM

Two hundred fourteen, three and four year old, children are enjoying the experience of attending the preschool program. Ninety two, three year olds, attend two half day sessions per week and 122, four year olds, attend three half day sessions per week.

The major objective is to surround the child with a learning situation. Many activities are going on, constantly, in which the child may choose to be involved or he or she may move to another area of interest.

The staff feels much growth and development is taking place. Each child is being approached as an individual and assisted to be a learner. Learning is the key word with a theme of "Watch the Learner."

This program is open to all three and four year olds who reside in our District. For further information you may call 644-4400, extension 50, or visit the preschool at 7648 Jerome Avenue.

RAYMOND E. McVEY

Mr. Raymond E. McVey is seeking election to the Maplewood-Richmond Heights Board of Education. He resides at 2623 Lyle Avenue, Maplewood.

Mr. and Mrs. McVey have three children attending school in the District.

Mr. McVey has resided in Maplewood for over 34 years and is a graduate of the Maplewood - Richmond Heights School District. He is a past president of the Lyndover P.T.A. and is now serving on the executive committee. He is a Vice-President of The St. Louis County Council of P.T.A.'s, President of the Maplewood-Richmond Heights Music Parents Club, and is serving on the executive committee of the Maplewood-Richmond Heights Senior High School Forum.

In the past, Mr. McVey has been active in Boy Scout Troop and Cub Pack 331 at Lyndover School, Cub Pack 362 at Chaney School, and has served as Sustaining Membership Chairman of Brownie Troop 2555.

He is employed by Sporlan Valve Company and is a member of Maplewood Christian Church.

PARENT-TEACHER CONFERENCES

As reported in a previous School News, a change in Pupil Progress reporting was instituted with the first quarter of the 1971-1972 School Year. Much study during the previous months by parent and teacher committees led to a recommendation to the Board of Education to adopt parent-teacher conferences as the form of reporting at the end of the first and third quarters, with a written report for second and fourth quarters. The Board of Education gave their endorsement on June 10, 1971.

Congratulations are in order for both parents and teachers for the excellent response in making the conferences. The success is a strong indication of the genuine concern for the learner by both parents and teachers. The percentage of parents who came was very high, 94.3% — keep up the fine interest and support.

ST. LOUIS Globe DEMOCRAT SPECIAL

Like a dream come true

Kids have a ball at Maplewood-Richmond Heights Pre-School where the emphasis is on learning

By KAREN K. MARSHALL
Globe-Democrat Staff Writer

From the outside, the building at the corner of Jerome and Bredell streets, Maplewood, looks like nothing more than an old store with bright pictures painted or the windows.

Inside, it looks like a youngster's dream come true.

There are paints and plenty of paper. There is a long trough-like table for playing in the water. There are plenty of tables for coloring and drawing and plenty of crayons.

There is modeling clay and a sandbox, huge building blocks and fake bricks. There are large wooden toys, a pint-sized make-believe kitchen, big hollow plastic balls for rolling in, and earphones and tapes for listening and learning all by yourself.

There are people—big ones and little one—to play with and almost always someone to read a story if you're interested.

It's the Maplewood-Richmond Heights Pre-School, a venture as new as the current school year.

THERE ARE A NUMBER of other pre-schools (for children too young for kindergarten) in the St. Louis area, "but we wanted to get a program that is open to all three- and four-year-old children in our district," explained Clint Crites, Maplewood-Richmond Heights school superintendent.

That meant it had to be a public school program rather than private, as most other pre-schools.

It also meant some kind of extra funds were going to be necessary. Federal funds under the Elementary and Secondary Education Act (ESEA) were the answer.

Dr. Jane Wilhour of the Lindenwood College faculty helped plan the program last spring with Crites, kindergarten teachers and others, and then stayed on part-time to become the pre-school's director.

The word about pre-school went out in the district and the names of youngsters started coming in. There are 210 pre-schoolers at present, with 122 of them four years old and 88 three years old.

But why a pre-school? It's not to replace kindergarten; if the youngsters learn to count and their ABC's, it's incidental.

"WE THOUGHT it would be good to help prevent problems," explained Dr. Wilhour. That means problems in getting along with other children and, most important, problems in learning how to learn.

"We are just so bent on the teaching, we forget about the learning sometimes," Crites added. Tests show the greatest mental growth is during the pre-school years "and we haven't been getting to them until after that," Crites explained.

At the pre-school, children are surrounded by "learning things," but for the three-year-old, much of the learning is channeled into becoming an independent individual, developing a good self-concept, motor control (tying, buttoning, balancing, etc.) and a foundation for reading readiness through a larger vocabulary.

For the four-year-old, the emphasis is on exploration of the immediate environment (maybe learning to make pudding, each taking turns with the egg beater and pouring the pudding into ice cream cones), on oral communication and on introduction to numbers.

THERE ARE FOUR certified teachers, three trained teacher aides and a student teacher from Lindenwood College on hand to guide the learning process. Mothers also are free to come, and many do—sometimes watching, sometimes helping.

(For parents who want to observe the children without being observed, one-way mirrors and an audio feedback are available in a small room off the uncarpeted art area.)

A visitor's first impression of pre-school is one of noisy, cheerful confusion and a wistful desire to be four again so you could take your turn painting at the easel.

"It's a highly structured, unstructered program," is how Crites put it. In other words, there's purpose beneath that confusion.

One recent afternoon, for example, four-year-olds were scattered throughout the two floors of the converted store.

In the art room, children were painting, drawing, making pudding and playing with clay. "Here, you want some clay so you can play?" little Sharon asked a visitor. She has learned to share.

A GOOD-SIZED TEEPEE, made from a sheet painted by the children, stood in the corner. Some children were bringing pictures they had drawn to the teachers so they could be titled and signed. One young artist explained his beautiful scribble as a "design."

In another room, three young ladies were getting quite good at drawing Zs, while a handful of youngsters dipped and poured and stirred gleefully at the trough of sudsy water.

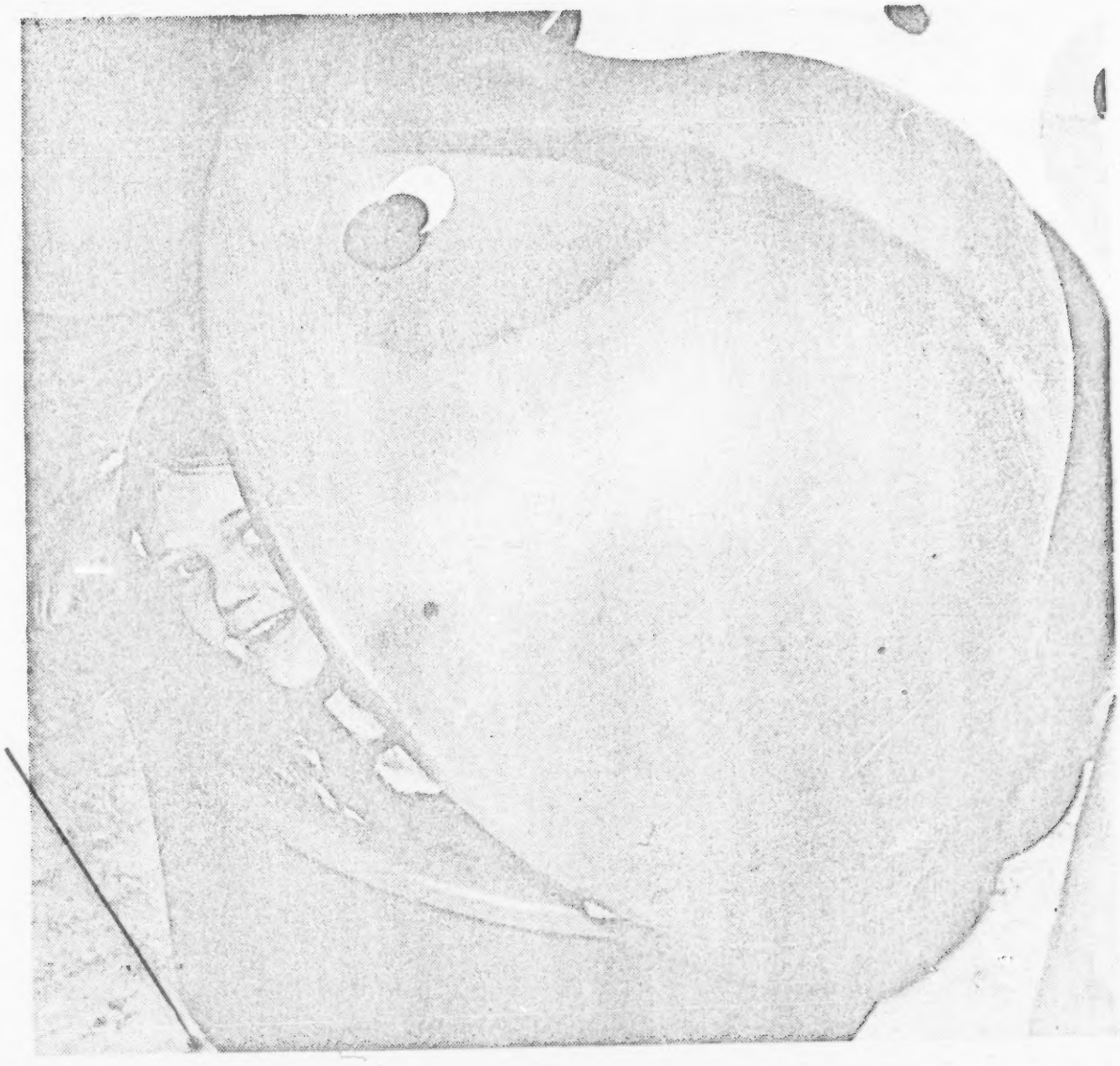
In the red-carpeted downstairs, three little boys were having a great time pretending they were cooking, while other youngsters were rolling around in big plastic roll-spheres.

Steven stopped to show the visitors the huge doghouse he was building, "with one door for little dogs and one door for big dogs.'

IN ANOTHER ROOM, children were identifying pictures and putting puzzles together.

The children can wander around the building, doing whatever activity interests them at the moment, except for a few minutes with individual teachers in the beginning and a group session at the end of each day.

Maybe Mrs. Betty York, one of the teachers, summed up the program best. "Hey, we really haven't given them credit for what they can do," she said. "Here they can try."



'Learning things' (like this plastic frog) are everywhere in the pre-school.

Children explore their immediate environment by making pudding.

—Globe-Democrat Photos by Howard Vogt

APPENDIX A

(Illustrative Outline of Preschool Curriculum)

I. Muscular Coordination

A. Knowing Yourself
B. Gross Motor Skills; Body Activity
C. Fine Motor Skills; Hand-Eye Coordination
D. Physical Activity -Creative Play

II. Language

A. Producing Phonemes
B. Sentence Production - such as single statements, second order statements.
C. Descriptive Language - labeling, describing, identifying, engaging in discussion.
D. Vocabulary Development - such as new words for daily use, words for vocabulary development, expressing ideas, and oral conversation.
E. Dramatic Play - such as feelings, emotions, phrases, and stories.
F. To Recognize Emotional Reactions - such as fear, joy and happiness.
G. To Develop Self-Expression - such as dramatic play and finger plays.
H. Concept Development - such as top, bottom, up, down, over, under, high, low, middle, front, back, in and out.
I. Listening Skills - such as following directions, enjoying poetry, rhymes, stories, TV, radio, riddles, tapes, and recordings.

III. Cognition

A. Auditory Discrimination - such as different sounds, rhythms, rhymes, and initial sounds; to be aware that sounds have intensity, pitch, timbre, deviation, sequence, and similar sounds.
B. Perceptual Discrimination - such as color differences, distance, forms, straight and curved lines, printed symbols, letter forms, word forms.
C. Number - such as cardinal, ordinal, using number terms, sequence of time and space.
D. Spatial Arrangement Discrimination - such as identifying and applying terms, right and left patterns.
E. Tactile Discrimination - such as arranging, same, different, sorting, and verbal descriptions to guide classification.
F. Memory - such as recognition, recall, and delayed recall tasks.
G. Classification Tasks - such as arranging, same, different, sorting, and verbal descriptions to guide classification.
H. Classification on Different Basis - such as function, size, number, and properties.
I. Number - such as matching number, one-to-one conservation of quality and related concepts, length, distance, weight, area, volume, and visual perspective.
J. Problem Solving - such as logical reasoning, attacking problems, gathering information, raising examples to solve problems.

IV. Social Skills

A. Social Living - such as working and playing together.
B. Cooperation - such as sharing and loving each other.
C. Individuality - such as knowing oneself, doing things independently as well as in group situation.
D. Self-Concept - such as becoming confident, liking oneself, thinking well of others.

V. Creativity

A. Creating - such as painting, dramatic play, dancing, constructing, and singing.
B. Inquiry - such as observing, discovering, exploring, inventing, and experimenting.
C. Imaginative Play - such as pretending, pantomining, and imitating.

PRESCHOOL BEHAVIORAL OBJECTIVES

A-1 Is able to tell his age _____

A-2 The child is able to orally name and point to body parts. face, head, hair, eyes, nose, mouth, arms, legs, hands, feet, fingers, toes _____

A-3 Is able to orally name and point to body parts. chin, elbow, knee, wrist and ankle _____

A-4 Can recognize emotions such as happiness and sadness as demonstrated by selecting and naming pictures showing each emotion _____

B-1 Is able to orally state the family members such as mother, father, sister, brother, daughter, son _____

B-2 When given four pictures showing adults, children, boys, girls the child is able to name each of them correctly _____

B-3 Can orally identify familiar objects in the home such as chairs, tables, stove, refrigerator, door, cupboard, carpet, toilet, sink, and bed _____

B-4 From transportation pictures, the child is able to correctly name the car, train, airplane, boat, and bicycle _____

B-5 The child is able to correctly identify pictures of the following community helpers: 1. fireman, 2. policeman, 3. mailman _____

B-6 When given pictures or real fruit, he is able to identify the following familiar fruits: 1. oranges, 2. apples, 3. bananas _____

B-7 From memory, the child can verbally list the days of the week in accurate sequence _____

D-1 When given six scrambled two card sets of matched pictures, the child correctly matches four out of the six sets _____

D-2 The child can orally name the colors blue, red, green, yellow, 3 year old colors _____

D-3 When given a group of 7 objects, the child demonstrates that he can classify 5 of the objects into specific categories such as: toys, books, playground equipment and/or pencils/crayons _____

D-4 Can arrange three pictures in sequential order to illustrate a story _____

D-5 When given a group of 7 pictures, the child demonstrates that he can classify 5 of the pictures into specific categories such as: farm pictures, circus pictures and/or holiday pictures _____

D-6 When asked, the child can correctly show his right hand _____

D-7 When given a worksheet with 6 familiar objects, the child can correctly mark 3 specified objects with an"x" _____

D-8 The child is able to accurately trace a marked path from one point to another on a worksheet _____

D-9 When presented with a worksheet showing six familiar objects, he is able to correctly draw a circle around three objects named by the teacher _____

D-10 Is able to accurately complete a simple dot-to-dot picture _____

D-11 When shown a list of 8 classmates' names in print, the child can correctly point to his own name _____

D-12 The child can correctly match plastic manipulative letters of the alphabet when given two complete sets of A B C's _____

D-13 The child is able to orally identify all letters of the alphabet when given scrambled alphabet letters--both capital and small letters _____

D-14 When given 7 classroom objects with printed name labels, the child can read 5 of the labels. (Example: desk, chair, paste, window, door, chalkboard, book, table, paper, map, and piano) _____

E-1 The child is able to tell which sound is loud after hearing one loud and one soft sound _____

E-2 After hearing one loud and one soft sound, the child is able to orally identify the soft and loud sounds _____

E-3 After hearing one long and one short sound, the child can orally identify each one correctly _____

E-4 When listening to a tape or record of everyday sounds, the child can identify 50% of the sounds _____

E-5 When given orally a list of 5 words, the child can tell the beginning sound of 3 of the words _____

E-6 When given orally by the teacher a list of 10 words one at a time, the child can supply a rhyming word for 5 of the words _____

E-7 When listening to 3 words, the child can orally repeat the 2 words which begin with the same sound _____

F-1 The child is able to orally tell what is in his drawing. He uses complete sentences 75% of the time when discussing the picture _____

F-2 In everyday activities, the child speaks in complete sentences _____

G-1 The child is able to accurately run fast and slow when asked by the teacher _____

G-2 When asked by the teacher to jump from one spot to another, the child can do it maintaining good balance _____

G-3 With the teacher, the child can do simple group exercises to music _____

G-4 The child is able to accurately walk on a balance beam when asked by the teacher _____

G-5 When given a ball, the child can correctly roll it on the floor from one child to another _____

G-6 The child can throw the ball accurately from himself to another child _____

G-7 When thrown a ball, the child can catch it _____

G-8 When given beads and string, the child can string beads _____

G-9 The child is able to button his own coat or sweater _____

G-10 Is able to zipper trousers _____

G-11 Demonstrates that he can correctly use scissors by cutting out across the page _____

G-12 Is able to correctly use crayons to make a picture _____

G-13 When given clay, the child uses it correctly as demonstrated by his willingness to handle it and shape it _____

H-1 The child evidences a desire to read by looking at pictures in books during free time _____

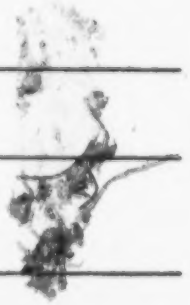
H-2 Demonstrates a desire to read by asking questions about books _____

I-1 The child is able to accurately count ten objects in sequential order _____

I-2 When given a purse containing eight coins including pennies, nickels, dimes, quarters, the child can name penny, nickel, dime, quarter _____

I-3 When given a worksheet with pets, the child can draw a circle around five of the six sets on the paper _____

I-4 The child demonstrates that he can listen attentively when the teacher is reading a story for period of:
a. _____ ten minutes _____



I-5 After listening to a simple story, the child can retell it in accurate sequence _____

ABILITIES DIRECTLY RELATED TO READING READINESS

I. Visual Discrimination
   A. Developing eye control at reading distance
      1. Manipulation of toys and games
      2. Building a vocabulary of visual terms
      3. Following a path or line with the eyes
      4. Working with mazes
      5. Counting objects in a row
      6. Looking at pictures books
   B. Developing ability to make gross visual discrimination
      1. Matching pictures
      2. Playing "how are they different"
      3. Making identical pairs
   C. Developing the ability to make fine visual discrimination
      1. Observing size
      2. Observing color
      3. Observing shape and contour
      4. Observing position and place
      5. Observing the internal details
   D. Developing left to right eye movement

II. Auditory Discrimination
   A. Developing sensitivity to the qualities of non vocal sounds
      1. Intensity
      2. Pitch
      3. Timbre
      4. Duration and Sequence
   B. Developing sensitivity to the qualities of vocal sounds
      1. Intensity
      2. Pitch
      3. Timbre
      4. Duration and Sequence
   C. Developing sensitivity to sounds in words
      1. Detecting gross differences in sounds of words
      2. Detecting rhyming word
      3. Detecting words that begin with the same sound
      4. Detecting initial, medial, or final positions of sounds

III. Motor Control
   A. Coordination of large muscles
   B. Coordination of small muscles

IV. Orientation to the Printed Page
   A. Understanding that reading is done from left to right
   B. Understanding that reading is done from top to bottom

V. Picture Interpretation
   A. Question pictures
   B. Interpret meaning of single pictures
   C. Tell story from picture series
   D. To associate ideas

VI. Appreciation of Meaningful Reading
   A. To understand that the ability to read is part of written communication
   B. To understand that the sole purpose of reading is to derive meaning from the printed and written language
   C. To understand that the ultimate objective in reading is to derive meaning from what is read

VII. Techniques of Handling Reading Materials
   A. Holding book correctly
   B. Understanding directions used in readiness books
   C. Working independently in text books

VIII. Desire to learn to read
   A. Find stories on his own
   B. Ask questions about the print
   C. Make an attempt to read
   D. Following directions

APPENDIX B

ART ACTIVITIES WITH PRESCHOOL CHILDREN

Mural--may have one paper with several children working on it at one time, or may have each child make a part which will be put together later.

Collage--or "choose and do"--have a variety of articles of different textures, colors, shapes, and sizes to choose and paste into a picture or design.

Finger painting--have paper wet and let the child just experiment with the feel of the paint and paper. A simple recipe is:

2 cups of Ivory Snow
1 tablespoon paint
1½ cups of water

Mix all ingredients and beat with mixer until creamy and smooth. If paint is too dry add more water.

Soap painting--Use the finger painting mixture on dry paper as you would regular paint.

Surprise painting--Place drips of paint on the paper and blow through a straw to spread it.

Sponge painting--Use small squares of sponge to paint.

Q-tip painting--Use Q-tip for regular painting.

Spatter painting--spray paint--Place design on paper and spray.

Potato print--The teachers should have the potato cut into various shapes for the children to experiment with the printing.

String painting--Soak string in paint, fold paper and pull out.

Salt painting--combine 1 cup salt and ½ teaspoon powder paint, apply paste with fingers to make the picture. Shake salt from shaker onto paste.

Work with clay--a good medium for letting children experiment with shapes and feelings.

Play dough--recipe

2 cups flour
3/4 cup salt
Paint or cake coloring for color
1 cup water

Mix dry ingredients until well blended. Add water and mix well. More water may be added if play dough is too dry.

APPENDIX C

Profile of a Preschool Child

When a parent visits your room, give this form:

1. Does the child participate in discussion? Is he interested in it? or is he inattentive?
2. Does he interrupt when others are talking? (Both children and adults).
3. Does he listen when other children tell things?
4. Does he use more than his share of time for telling things?
5. Can the child speak so that others can easily understand him?
6. Does the child participate in singing? Games? Activities?
7. Does the child show interest in the story? Can he repeat what happened in the story?
8. How well does the child pay attention?
9. How well does he listen to and follow directions? Does he depend on his own listening to know what to do? Or, does he depend on watching others having their example to follow instead of knowing for himself.
10. How independently does he work, dress himself, etc.?
11. How well can he color?
12. How well can he cut?
13. Which hand does he favor?
14. Does he accomplish things such as washing, drinking milk, coloring, dressing, picking up, etc. in a reasonable amount of time?
15. Does he strive to always be first, regardless of how the job is done? Is he last?
16. Does the child do his best with handwork? Or, does he just do it to get it done?
17. Does he share toys, etc., willingly?
18. Does he keep a new or favorite toy longer than his share of time?
19. Does he pick up and stop playing at the end of playtime. Or does he continue until he is individually reminded to stop?
20. Does he show interest in more than one type of activity?
21. How well does he get along with other children?
22. Is he kind, courteous?
23. Does he like kindergarten, if not, why not?
24. How well does he accept correction?
25. Does he have a sense of right and wrong?
26. Is he overly aggressive? or, is he too shy?
27. Does he appear happy and healthy?
28. Observe his muscular coordination. (Walking, skipping, etc.)
29. Does he take pride in his personal appearance--cleanliness, neatness, etc?
30. Does he show awareness of numbers and interest in them?
31. Is there anything the teacher should know about your child that would assist her in teaching?
32. Do you have any questions on what you have observed? If so, please discuss it with the teacher.

APPENDIX D

MAPLEWOOD-RICHMOND HEIGHTS

TITLE III

PRESCHOOL PROGRAM

PARENT BOOKLET

Title III

The M-RH preschool program is federally funded under the Elementary and Secondary Education Act of 1965. Title III funds are granted for school districts to engage in innovative educational practices, and funded programs are to benefit the entire population of the school district. Our preschool program is open to <u>all</u> three and four year old children in the district.

Maplewood-Richmond Heights Title III Preschool Staff

Mr. Clint Crites, Superintendent
Maplewood-Richmond Heights School District

Dr. Jane Wilhour, Preschool Director

Mrs. Kathy Davis, Certified Teacher
Mrs. Sally Raymer, Certified Teacher
Miss Gwendolyn Williams, Certified Teacher
Mrs. Betty York, Certified Teacher

Mrs. Mary Blaylock, Teacher Aide
Mrs. Marianne Bradley, Teacher Aide
Mrs. Joan Pointer, Teacher Aide

Mrs. Florence Elder, Secretary

School Phone Number 644-4400
Extension 50

SCHOOL DISTRICT OF MAPLEWOOD-RICHMOND HEIGHTS

SCHOOL CALENDAR

Veterans Day Holiday - Monday, October 25, 1971

State Teachers' Meeting - Thursday and Friday, November 4 and 5, 1971 - No School

Thanksgiving Holidays - Thursday and Friday, November 25 and 26, 1971

Christmas Holidays - 4:00 P.M., Thursday, December 23, 1971 - 8:00 A.M., Monday January 3, 1972

First Semester Ends - Friday, January 21, 1972 - No Classes on this day, but all classes meet on January 20, 1972 as regularly scheduled

Second Semester Opens - Monday, January 24, 1972

Washington's Birthday Holiday - Monday, February 21, 1972

St. Louis Suburban Teachers' Conference - Wednesday, April 12, 1972, No School

Spring Vacation - Monday thru Friday, March 27, 28, 29, 30, and 31, 1972

Memorial Day Holiday - Monday, May 29, 1972

Wednesday, June 7, 1972 - Last day of meeting of classes

Friday, June 9, 1972 - School Closes

Three Year Olds

The three year old program will be centered around developing your child into an independent individual. Our educational concentration will be on (1) development of self-concept, (2) development of motor control, and (3) development of a foundation for reading readiness.

To develop a good self-concept, your child will be provided with many experiences and activities through which he will become an individual. He will learn to live and get along with others in his environment. It is hoped he will learn to care for himself in so far as possible at his age.

In developing motor coordination, opportunties will be provided for your child to engage in skipping, jumping, hopping, and balancing, and to work efficiently with tying, zipping and buttoning.

Many varied experiences and activities, will help your child develop a vocabulary which will enable him to effectively express himself to others. Also, he will advance from words and phrases to simple sentences in his oral communication.

The program for three year olds will provide a pleasant atmosphere where your child can begin to explore the world beyond his home.

We look forward to a happy year together.

Four Year Olds

The four year old program will stress (1) exploration of the immediate environment, (2) oral communication, and (3) an introduction to numbers. The four year old experience will naturally continue to build upon the various aspects of the program for three year olds.

Painting, drawing, cooking, gardening, singing, and caring for live animals will all be encouraged as your child explores his environment and learns to relate to others.

Oral communication skills will be stressed each day as your child learns to speak effectively with other children, listens to stories and retells them orally, and tells original stories about activities in the preschool.

Your child will be introduced to numbers as he counts the number of children present each day, plays games involving numbers, and learns to count objects in the school.

Learning will be fun in the preschool program and children will be exposed to new activities each day throughout the year.

We look forward to a stimulating year together.

Suggestions for parents

1. Feel free to participate and/or observe the program at any time.

2. Express your interests and/or talents in the program.

3. Please bring a change of clothing for your child which can be stored at the school. Please mark each article of clothing with the child's name.

4. Please have your child dress in play clothes. This will enable him to actively participate without soiling his clothes.

5. Refer all problems or questions to the teachers.

6. Please inform the staff immediately if your child has any medical difficulties.

7. Your child will profit most from the program if he attends regularly except for illness. If your child is ill please inform the staff about the duration and the type of illness.